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AUTHOR Gardocki, Henry A.
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ABSTRACT

This introductory reader for beginning Latin is based on the audiolingual method and contains 12 lessons. Materials in this and successive units embody structural linguistic principles and methods, new vocabulary and basic structures being generated from five kernel sentences by substitution, transformation and expansion. Each lesson is an audiolingual exercise having a specific goal and containing pictorial aids, recognition drills, and pattern practices. The lessons are constructed by "frames," and frame corresponding to a picture and its verbal identifier. A programmed workbook and workbook tests are designed for use with the readers. For the corresponding workbook, see FL 004 159; for other workbooks, readers, and tests, see FL 004 156-8, FL 004 160, and FL 004 163. (DD)

ED 082555

ADVENTURE IN LANGUAGE

through

LATIN

AN AUDIO LINGUAL APPROACH

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

First Adventure:

OPENING THE DOOR

READER: INTRODUCTION

By Henry A. Gardocki, S. J.

FILMED FROM BEST AVAILABLE COPY

RADIO-TV EDITION

FL004148

NAME OF STUDENT_____

SCHOOL _____

ROOM_____

RADIO-TV EDITION

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PREFACE

This is the **INTRODUCTORY UNIT**- of classroom materials- designed for a **BEGINNING COURSE** in Latin.

Classroom **RECITATION** on the materials should be conducted according to the **AUDIO-LINGUAL** methodology and principles.

The materials of the Units embody **STRUCTURAL LINGUISTIC** principles and methodology and are evolved in a **GENERATIVE** manner, namely: these **FIVE KERNEL SENTENCE PATTERNS** are the basis of operations--

1. Aliquis **EST.**
2. **ALIQUIS** est **ALIQUIS.**
3. Aliquis **AGIT.**
4. Aliquis **ALIQUID AGIT.**
5. Aliquis **ALICUI ALIQUID DAT.**

WITHIN these five Kernel Sentences are **GENERATED** new vocabulary and basic **SYNTACTICAL STRUCTURES** by the **OPERATIONS** of **SUBSTITUTION, TRANSFORMATION,** and **EXPANSION.**

A further structural development is evolved by the generation of **ADJECTIVAL, NOMINAL, AND ADVERBIAL CLAUSES** as **REPLACEMENTS** of the equivalent **COUNTERPART** in its simple form.

THUS, for the student, there is a **CONTINUAL** and **ORGANIC** unfolding of basic Latin structure.

The Basic Structures of Latin are drilled in the **PATTERN PRACTICES** and the **FRAMES** (numbered 1, 2, 3, etc.).

In the **RECOGNITIO**- a kind of advanced **SYNTHESIS**- the student is **CHALLENGED** to "spread his wings" into levels of Structure more **IDIOMATIC** and **FIGURATIVE,** often "clothed" in unfamiliar **LEXICON.** Here, the student can expand his linguistic horizons by **INTERPRETATIVE READING,** reflecting both his **CONTROL** of Basic Structure and his **IMAGINATIVE ASSIMILATION** of the Basic Structure.

Each Unit has a counterpart **PROGRAMMED WORKBOOK** unit designed to **REINFORCE** the Classroom learnings of the Audio-Lingual dimension.

INTRODUCTION

You are about to begin a new adventure in your young student life. This adventure will take you into a "region" as yet unexplored by you. This "region" is not a wilderness or a planet but a "world" of sounds and ideas--a language--the **LATIN LANGUAGE.**

You are already familiar to a degree with the beauties and workings of one language--**ENGLISH.** You became familiar with the **SOUNDS OF ENGLISH** long before you knew their **MEANINGS.** Soon after you were born you began to **HEAR** these sounds, and by the time you were two or three years old, you were quite familiar with the sounds that make up your **NATIVE LANGUAGE.** But, **UNORGANIZED SOUNDS** are not enough to make a **LANGUAGE**: that is, **A MEANS OF COMMUNICATION BETWEEN PERSONS.** These sounds must follow certain **DEFINITE PATTERNS** or **SEQUENCES** if they are to be **UNDERSTOOD** by several people. The patterns of sounds that make the English language a means of communication you also learned at a very early age. In fact, by the time you were three or four years old, you knew the **BASIC SOUND PATTERNS** of English so well that you could communicate with your mother and father and they most usually understood exactly what you were saying. So, even though you could not **WRITE** a word at this early stage, you could **EXPRESS** yourself in sounds.

Since then, you have learned more about the proper way to communicate with others, not only by the new sounds you have learned (**VOCABULARY**), but also by putting these sounds into written form, which no doubt meant more work but also more fun. All of this success, surely, makes your life more interesting and more adventuresome because language, written and spoken, brings you into contact with so many interesting people, places, and ideas.

Now you are able to add another **ADVENTURE** to your growing awareness of the world about you. You are about to begin learning a language which will allow you to **UNDERSTAND** the thoughts and happenings of a **FAMOUS PEOPLE**. By knowing Latin, you will be able to understand the mind and the heart of the people who spoke the Latin language, and therefore, you will be able to enter with them into their own adventures.

In learning Latin, you must go through **SOMEWHAT THE SAME PROCESS** as you did in learning English. The **DIFFERENCE** will be that you are older now and will be able to **APPRECIATE** the **LEARNING PROCESS** a little better. You will also be able to **COOPERATE MORE CONSCIOUSLY** in this learning adventure than when you first learned English.

The **FIRST** thing you must become familiar with is the **LATIN SOUNDS. THEN** you must become aware of the **BASIC PATTERNS** of these Latin sounds just like you did with English. **ONCE THIS HAPPENS**, you will be able to communicate in a **SECOND LANGUAGE**. Although it took three or four years for you in the case of English, you will accomplish the same success in a much shorter time with Latin because you are older now and able to learn with greater speed. **SO, ON WITH OUR ADVENTURE.**

The Author

AUDIO-LINGUAL EXERCISE

INTROD. LESSON 1

ALPHABET

PURPOSE	1. To **HEAR** the Latin **VOWEL SOUNDS.** 2. To **PRONOUNCE** the Latin **VOWEL SOUNDS.**
DIRECTIONS	**FIRST,** your teacher will pronounce the sound in each frame. **THEN,** when he tells you to do so, **IMITATE** his **PRONUNCIATION.**

THE SHORT VOWEL SOUNDS:

FRAME 1		A	E	I	O	U
FRAME 2	A	→	AR-MA	MA-GIS	SA-XA	
FRAME 3	E	→	ES-SE	PO-NE-RE	A-GE	
FRAME 4	I	→	IN-TUS	VIR	U-BI	
FRAME 5	O	→	O-NE-RA	TOT	LA-BOR	
FRAME 6	U	→	UN-DE	TUM	TU-US	
FRAME 7	AD		ET	IN	OB	
FRAME 8	CA-DUNT		MOR-TIS	DU-BI-AM	MA-XI-MUS	
FRAME 9	PUL-CHRUM		MA-NUM	VI-RUM	RU-IT	

AUDIO-LINGUAL EXERCISE **THE LONG VOWEL SOUNDS:**

FRAME 10	Ā	→	Ā	O-RĀ-RE	ME-MO-RĀ
FRAME 11	Ē	→	Ē	VĒ-NIT	TĒ
FRAME 12	Ī	→	Ī-RAM	PRĪ-MUS	TER-RĪS
FRAME 13	Ō	→	Ō-LIM	VŌ-CE	BEL-LŌ
FRAME 14	Ū	→	Ū-NAM	MŪ-SA	POR-TŪ
FRAME 15	AN-TĪ-QUA		CĀ-RA	DĀS	FRĪ-GO-RE
FRAME 16	FU-RŌ-RĒS		IN-GĒNS	LA-CŪS	LON-GĒ
FRAME 17	MA-NŪ		Ō-RŌ	PRŌ	OUŌ
FRAME 18	SĒ-SĒ		SĪ	SĪC	TI-MĒ-RE
FRAME 19	VĀ-NA		VE-NĪ-RE	VEN-TŌ	VĪ

AUDIO-LINGUAL EXERCISE

DIPHTHONGS

PURPOSE	1. To **HEAR** the Latin **DIPHTHONG SOUNDS.** 2. To **PRONOUNCE** the Latin **DIPHTHONG SOUNDS.**
DIRECTIONS	**FIRST,** your teacher will pronounce the sound in each frame. **THEN,** when he tells you to do so, **IMITATE** his **PRONUNCIATION.**

FRAME 20		**AE**	**OE**	**AU**	
FRAME 21	**AE**	→	**AE**-TER-NUS	CAE-LO	PU-EL-LAE
FRAME 22	**OE**	→	**OE**-CO-NO MI-A	COE-PIT	
FRAME 23	**AU**	→	**AU**-TEM	FRAUS	
FRAME 24	**NOTE: THIS SECTION** only for students following the **CLASSICAL PRONUNCIATION.**			**EI** **EU** **UI**	
FRAME 25	**EI**	→	**EI**-A	HEI-A	
FRAME 26	**EU**	→	**EU**-O-E		
FRAME 27	**UI**	→	HUIC	HUI	

AUDIO-LINGUAL EXERCISE

CONSONANT SOUNDS

PURPOSE	1. To **HEAR** the Latin **CONSONANT SOUNDS.** 2. To **PRONOUNCE** the Latin **CONSONANT SOUNDS.**
DIRECTIONS	**FIRST,** your teacher will pronounce the sound in each frame. **THEN,** when he tells you to do so, **IMITATE** his **PRONUNCIATION.**

FRAME 28			**P**	**T**	**C**
FRAME 29	**P**	→	**PRO**	**A-PUD**	**PRO-PE**
FRAME 30	**T**	→	**TE**	**E-TI-AM**	**AT**
FRAME 31	**C**	→	**CA-NIS**	**EC-CE**	**AC**
FRAME 32			**B**	**D**	**G**
FRAME 33	**B**	→	**BO-NUS**	**HA-BET**	**AB**
FRAME 34	**D**	→	**DE**	**A-DE-O**	**AD**
FRAME 35	**G**	→	**GLO-RI-A**	**A-GAT**	**E-GO**

AUDIO-LINGUAL EXERCISE

FRAME 36			F	V		
FRAME 37	F	→	FE-CIT	IN-FRA		
FRAME 38	V	→	VI-DET	A-VE		
FRAME 39			S	X	Z	
FRAME 40	S	→	SIL-VĂ	IP-SE	HOS-PES	
FRAME 41	X	→	XYS-TUS	E-XIT	LUX	
FRAME 42	Z	→	ZO-NA			
FRAME 43			M	N		
FRAME 44	M	→	MAG-NA	A-MAT	JAM	
FRAME 45	N	→	NOX	AN-NUS	AN	

AUDIO-LINGUAL EXERCISE

FRAME 46			R	L	
FRAME 47	R	→	RO-SA	TER-RA	RU-BER
FRAME 48	L	→	LUX	IL-LE	A-NI-MAL
FRAME 49			H	J	
FRAME 50	H	→	HA-BET	AD-HUC	PROH
FRAME 51	J	→	JAM	E-JUS	CU-JUS
FRAME 52			Q		
FRAME 53	Q	→	QUIS	A-QUA	E-QUUS
FRAME 54	NUNC		CRAS	HE-RI	E-TI-AM
FRAME 55	SAE-PE		U-BI	SED	GO to WORKBOOK Lesson I

AUDIO-LINGUAL EXERCISE

INTROD. LESSON II

NOUNS

PURPOSE

To begin to get the student's **EAR** and **TONGUE** accustomed to---
LATIN SOUNDS naming **PEOPLE, ANIMALS, THINGS** and **PLACES.**

WHAT THE TEACHER SHOULD DO---

1. The teacher should **PRONOUNCE** the Latin of each frame **SEVERAL TIMES---** allowing the students to look at the picture and **JUST LISTEN.**
2. **THEN,** when the teacher feels the students are ready to **RESPOND ORALLY,** he should elicit a choral response from the students-at a given signal.

WHAT THE STUDENT SHOULD DO---

1. **LISTEN** to the Latin sound of each frame as the teacher is uttering the sound.
2. **CONNECT** the sound with the picture in each frame as the teacher is uttering the sound.
3. **THEN,** when the teacher gives the **SIGNAL,** join the other students in a choral response, imitating as accurately as possible the teacher's utterance.

MEMBERS OF THE FAMILY

FRAME 56

MA-TER

FRAME 57

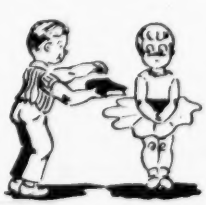
PA-TER

FRAME 58

IN-FANS

FRAME 59

FRA-TER
et
SO-ROR



AUT

FI-LI-US
et
FI-LI-A

AUDIO-LINGUAL EXERCISE

MEMBER OF A GROUP

FRAME 60

PU-ER

FRAME 61

PU-EL-LA

FRAME 62

VIR-GO

FRAME 63

JU-VE-NIS

FRAME 64

FE-MI-NA

FRAME 65

VIR

FRAME 66

RE-GI-NA

FRAME 67

REX

FRAME 68

REX
et
SER-VUS

FRAME 69

PO-E-TA

PATTERN PRACTICE

AUDIO-LINGUAL EXERCISE

PURPOSE

1. To **REVIEW** the Latin Sounds naming people.
2. To **LEARN** two **CO-ORDINATING CONJUNCTIONS.**

EXPLANATION

QUESTION: What is a **CONJUNCTION**?
ANSWER: A conjunction is a word that **UNITES** two or more sounds.
QUESTION: What is a **CO-ORDINATING CONJUNCTION**?
ANSWER: A co-ordinating conjunction **UNITES** the sounds **WITH EQUALITY.**

1. MATER	**ET**	PATER		9. REX	**ATQUE**	REGINA	
2. FILIUS	**ET**	FILIA		10. VIR	**ATQUE**	FEMINA	
3. FRATER	**ET**	SOROR		11. REX	**ATQUE**	SERVUS	
4. JUVENIS	**ET**	VIRGO		12. POETA	**ATQUE**	VIR	
5. PUER	**ET**	PUELLA		13. REGINA	**ATQUE**	FEMINA	
6. INFANS	**ET**	MATER		14. VIR	**ATQUE**	SERVUS	
7. PATER	**ET**	VIR		15. PUER	**ATQUE**	FILIUS	
8. FILIA	**ET**	SOROR		16. PUELLA	**ATQUE**	FILIA	

AUDIO-LINGUAL EXERCISE

RECOGNITIO

PURPOSE

To begin to get the student's **EAR** and **TONGUE** accustomed to Latin sounds in a conversational tone.

DIRECTIONS

First, your teacher will read the Latin.
Then, when he tells you to do so, imitate his reading.

NOTE: Any English given, will be **FADED OUT,** to encourage you to think in Latin.

PRIMA PICTURA

PERSONA in picturā **LOQUITUR.**

THE PERSON in the picture **IS SPEAKING.**

1. "**EGO** PUER **SUM**." — "**I AM** A BOY."
2. "EGO **ETIAM** FILIUS SUM." — "I AM **ALSO** A SON."
3. "EGO ETIAM FRATER SUM." — "I AM ALSO A BROTHER."
4. "EGO **OLIM ERAM** INFANS." — "**ONCE UPON A TIME I WAS** AN INFANT."

SECUNDA PICTURA

Persona in picturā loquitur.

1. "EGO, **AUTEM,** SUM PUELLA." — "I, **HOWEVER,** AM A GIRL."
2. "**IN FUTURO, ERO** FEMINA." — "**IN THE FUTURE, I'LL BE** A WOMAN."
3. "EGO ETIAM SUM FILIA."
4. "EGO ETIAM SUM SOROR."

TERTIA PICTURA

Persona in picturā loquitur.

1. "EGO SUM MATER."
2. "EGO ETIAM SUM FEMINA."
3. "EGO OLIM ERAM PUELLA."
4. "EGO OLIM ERAM INFANS."
5. "EGO OLIM FILIA ERAM."

QUARTA PICTURA

Persona in picturā loquitur.

1. "EGO SUM PATER."
2. "EGO SUM ETIAM VIR."
3. "OLIM EGO ERAM INFANS."
4. "OLIM EGO ERAM PUER."
5. "OLIM EGO FILIUS ERAM."

GO to **WORKBOOK** Lesson II

AUDIO-LINGUAL EXERCISE

INTROD. LESSON III

COMPLETION EXERCISE

PURPOSE To encourage an **ACTIVE MASTERY** of the Latin Sounds you have learned so far.

DIRECTIONS **COMPLETE** the following utterances by naming the **PERSON** in the picture.

NOTE: If **TWO** or more names apply, your teacher will direct your final choice.

1. VIR ET

2. PUELLA ATQUE

3. PATER ET

4. FILIUS ATQUE

5. PATER ATQUE

6. REGINA ET

7. FEMINA ATQUE

8. POETA ET

9. REX ET

10. MATER ET

11. SERVUS ATQUE

12. INFANS ET

13. FILIA ATQUE

14. PUER ET

15. SOROR ATQUE

16. JUVENIS ET

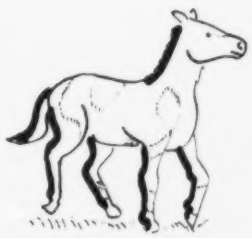
AUDIO-LINGUAL EXERCISE

ANIMALS

FRAME 70

CA-NIS

FRAME 71



E-QU-US

FRAME 72

VAC-CA

FRAME 73

A-SI-NUS

FRAME 74

POR-CUS

FRAME 75

GAL-LUS

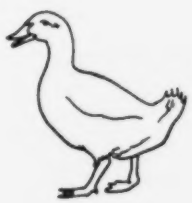
FRAME 76

GAL-LI-NA

FRAME 77

A-NAS

FRAME 78



AN-SER

FRAME 79

A-VIS

AUDIO-LINGUAL EXERCISE

FRAME 80

TI-GER

FRAME 81

LE-O

FRAME 82

LU-PUS

FRAME 83

FE-LES

FRAME 84

CU-NI-CU-LUS

FRAME 85

E-LE-PHAN-TUS

FRAME 86

BOS

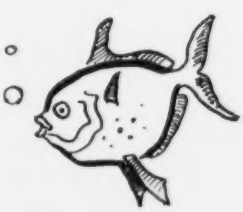
FRAME 87

O-VIS

FRAME 88

MUS

FRAME 89



PIS-CIS

PATTERN PRACTICE

AUDIO-LINGUAL EXERCISE

PURPOSE

1. To **REVIEW** the Latin Sounds naming animals.
2. To **LEARN** three **CO-ORDINATING CONJUNCTIONS.**

EXPLANATION

The **THREE** co-ordinating conjunctions you will learn all have the same meaning. They **PRESENT** an **ALTERNATIVE.**
HOWEVER, ONE is used in **QUESTIONS,** the other **TWO** in **STATEMENTS.**

1. FELES	**AUT**	LUPUS	9. LEO	**VEL**	TIGER
2. EQUUS	**AUT**	VACCA	10. ANAS	**AN**	ANSER?
3. BOS	**AUT**	ELEPHANTUS	11. EQUUS	**AN**	ASINUS?
4. GALLUS	**AN**	GALLINA?	12. CANIS	**AUT**	FELES
5. LUPUS	**AN**	CANIS?	13. OVIS	**VEL**	CUNICULUS
6. MUS	**VEL**	AVIS	14. PORCUS	**AN**	PISCIS?
7. ANSER	**VEL**	AVIS	15. GALLUS	**AN**	LUPUS?
8. EQUUS	**AUT**	BOS	16. LUPUS	**AN**	LEO?

AUDIO-LINGUAL EXERCISE

PURPOSE To begin to learn **ONE QUESTION SIGNAL.**

PATTERN PRACTICE

EXPLANATION **QUAESITUM (Q.)** means **QUESTION.**
RESPONSUM (R.) means **ANSWER.**

QUESTIONS

Q. 1	**QUIS**	EST?	R. 1	**PUER**	EST.
Q. 2	**QUIS**	EST?	R. 2	**PUELLA**	EST.
Q. 3	**QUIS**	EST?	R. 3	**TIGER**	EST.
Q. 4	**QUIS**	EST?	R. 4	**POETA**	EST.
Q. 5	**QUIS**	EST?	R. 5	**LUPUS**	EST.
Q. 6	**QUIS**	EST?	R. 6	**VIR**	EST.
Q. 7	**QUIS**	EST?	R. 7	**CANIS**	EST.
Q. 8	**QUIS**	EST?	R. 8	**SERVUS**	EST.
Q. 9	**QUIS**	EST?	R. 9	**FELES**	EST.
Q. 10	**QUIS**	EST?	R. 10	**JUVENIS**	EST.

AUDIO-LINGUAL EXERCISE

RECOGNITIO

PURPOSE

To begin to get the student's **EAR** and **TONGUE** accustomed to Latin sounds in a conversational tone.

DIRECTIONS

First, your teacher will read the Latin.
Then, when he tells you to do so, imitate his reading.

NOTE: Any English given, will be **FADED OUT,** to encourage you to think in Latin.

PRIMA PICTURA

ANIMAL in picturā **"LOQUITUR".**

Q. "**QUIS** SUM EGO?" "**WHO** AM I?"

R. "**EGO SUM** LEO." "**I AM** A LION."

"EGO SUM **ETIAM** ANIMAL." " I AM **ALSO** AN ANIMAL."

THE **ANIMAL** in the picture **IS "SPEAKING".**

Q. "**QUIS** SUM EGO?"

R. "EGO SUM ANSER VEL ANAS."

Q. "**AN** SUM ANSER?"

R. "EGO SUM ANSER."

SECUNDA PICTURA

Animal in picturā "loquitur".

TERTIA PICTURA

Q. "**QUIS** EGO SUM?"

R. "AVIS SUM."

Animal in picturā "loquitur".

Q. "**AN** EGO SUM ANAS?"

R. "EGO **NON** SUM ANAS."

QUARTA PICTURA

Q. "**QUIS** SUM EGO?"

R. "PORCUS SUM."

Animal in picturā loquitur".

Q. "**AN** SUM EGO **ETIAM** ANIMAL?"

R. "EGO ANIMAL **ETIAM** SUM."

GO to **WORKBOOK** Lesson III

AUDIO-LINGUAL EXERCISE

INTROD. LESSON IV

COMPLETION EXERCISE

PURPOSE To encourage an **ACTIVE MASTERY** of the Latin Sounds you have learned so far.

DIRECTIONS **COMPLETE** the following utterances by naming the **PERSON** or **ANIMAL** in the picture.
NOTE: If **TWO** or more names apply, your teacher will direct your final choice.

1. FRATER **AUT**
2. GALLUS **VEL**
3. ASINUS **AN**
4. BOS **AN**
5. CUNICULUS **AUT**
6. VIR **ET**
7. FILIUS **AN**
8. JUVENIS **VEL**

9. TIGER **VEL**
10. ANAS **ET**
11. FELES **ATQUE**
12. OVIS **AN**
13. PISCIS **ET**
14. LUPUS **AUT**
15. AVIS **ATQUE**
16. POETA **ATQUE**

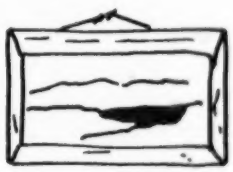
AUDIO-LINGUAL EXERCISE

THINGS

FRAME 90

POR-TA

FRAME 91



PIC-TU-RA

FRAME 92

CA-SA

FRAME 93

JA-NU-A

FRAME 94

SIL-VA

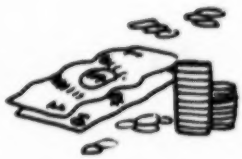
FRAME 95

AM-PUL-LA

FRAME 96

CAM-PA-NU-LA

FRAME 97



PE-CU-NI-A

FRAME 98

CAN-DE-LA

FRAME 99

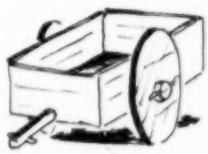
SA-GIT-TA

AUDIO-LINGUAL EXERCISE

FRAME 100

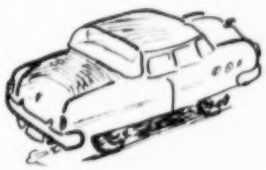
MUN-DUS

FRAME 101



CAR-RUS

FRAME 102



CUR-RUS

FRAME 103

LEC-TUS

FRAME 104

GLA-DI-US

FRAME 105

LI-BER

FRAME 106

SCU-TUM

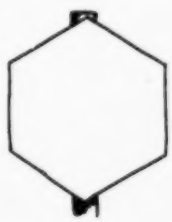
FRAME 107

CAL-CE-A-MEN-TUM

FRAME 108

MO-NU-MEN-TUM

FRAME 109



SIG-NUM

AUDIO-LINGUAL EXERCISE

FRAME 110

FONS

FRAME 111

PONS

FRAME 112

MONS

FRAME 113

COL-LIS

FRAME 114

IG-NIS

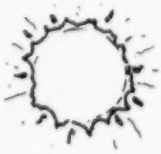
FRAME 115

AR-BOR

FRAME 116

NA-VIS

FRAME 117



SOL

FRAME 118

VUL-NUS

FRAME 119

TUR-RIS

AUDIO-LINGUAL EXERCISE

PATTERN PRACTICE

PURPOSE To begin to learn **ANOTHER QUESTION SIGNAL.**

QUESTIONS

EXPLANATION **NOTICE THIS:**
The **RESPONSUM** to **QUIS** is always a **PERSON,** or **ANIMAL.** The **R.** to **QUID** is always a **THING.**

Q. 1	**QUID**	EST?	R. 1	**PICTURA**	EST.
Q. 2	**QUID**	EST?	R. 2	**SILVA**	EST.
Q. 3	**QUID**	EST?	R. 3	**LIBER**	EST.
Q. 4	**QUID**	EST?	R. 4	**SIGNUM**	EST.
Q. 5	**QUID**	EST?	R. 5	**ARBOR**	EST.
Q. 6	**QUIS**	EST?	R. 6	**REX**	EST.
Q. 7	**QUID**	EST?	R. 7	**IGNIS**	EST.
Q. 8	**QUID**	EST?	R. 8	**VULNUS**	EST.
Q. 9	**QUIS**	EST?	R. 9	**PERSONA**	EST.
Q. 10	**QUID**	EST?	R. 10	**NAVIS**	EST.

AUDIO-LINGUAL EXERCISE

RECOGNITIO

PURPOSE — To begin to accustom the student's **EAR** and **TONGUE** to the **INTONATION PATTERNS** of Latin questions and responses.

DIRECTIONS — Your teacher will direct the exercise.

PRIMA PICTURA

Q. **QUIS** in picturā est?
R. **ELEPHANTUS** in picturā est.

QUINTA PICTURA

Q. **QUID** in picturā videtur?
R. **EPISTULA** in picturā videtur.

SECUNDA PICTURA

Q. **QUID** in picturā **VIDETUR?**
WHAT is **SEEN** in the picture?
R. **STILUS** in picturā videtur.

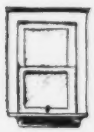
SEXTA PICTURA

Q. **QUIS** est in picturā?
R. **URSUS** est in picturā.

TERTIA PICTURA

Q. **QUID** videtur in picturā?
R. **LUCERNA** in picturā videtur.

SEPTIMA PICTURA



Q. **QUID** in picturā videtur?
R. In picturā videtur **FENESTRA.**

QUARTA PICTURA

Q. **QUID** est in picturā?
R. 1. **MENSA** est in picturā.
R. 2. **RES** est in picturā.
A THING is in the picture.

OCTAVA PICTURA

Q. **QUID** videtur in picturā?
R. **INSULA** videtur in picturā.

GO to **WORKBOOK** Lesson IV

AUDIO-LINGUAL EXERCISE

INTROD. LESSON V

PATTERN PRACTICE

PURPOSE

1. To **REVIEW** the Latin Sounds naming things.
2. To **LEARN** two **PAIRED** co-ordinating conjunctions.

EXPLANATION

The **TWO** paired co-ordinating conjunctions you will learn to use have the same meaning. They **PRESENT** a **DOUBLE ALTERNATIVE.**

1.	**AUT**	SILVA	**AUT**	ARBOR	9.	**VEL**	IGNIS	**VEL**	SOL
2.	**AUT**	CANDELA	**AUT**	IGNIS	10.	**VEL**	PONS	**VEL**	FONS
3.	**AUT**	PORTA	**AUT**	JANUA	11.	**VEL**	MONS	**VEL**	COLLIS
4.	**AUT**	CARRUS	**AUT**	CURRUS	12.	**VEL**	LECTUS	**VEL**	SCUTUM
5.	**AUT**	LIBER	**AUT**	PICTURA	13.	**VEL**	CASA	**VEL**	TURRIS
6.	**AUT**	NAVIS	**AUT**	CARRUS	14.	**VEL**	VULNUS	**VEL**	GLADIUS
7.	**AUT**	FONS	**AUT**	AMPULLA	15.	**VEL**	JANUA	**VEL**	SIGNUM
8.	**AUT**	MUNDUS	**AUT**	PECUNIA	16.	**VEL**	GLADIUS	**VEL**	SAGITTA

AUDIO-LINGUAL EXERCISE

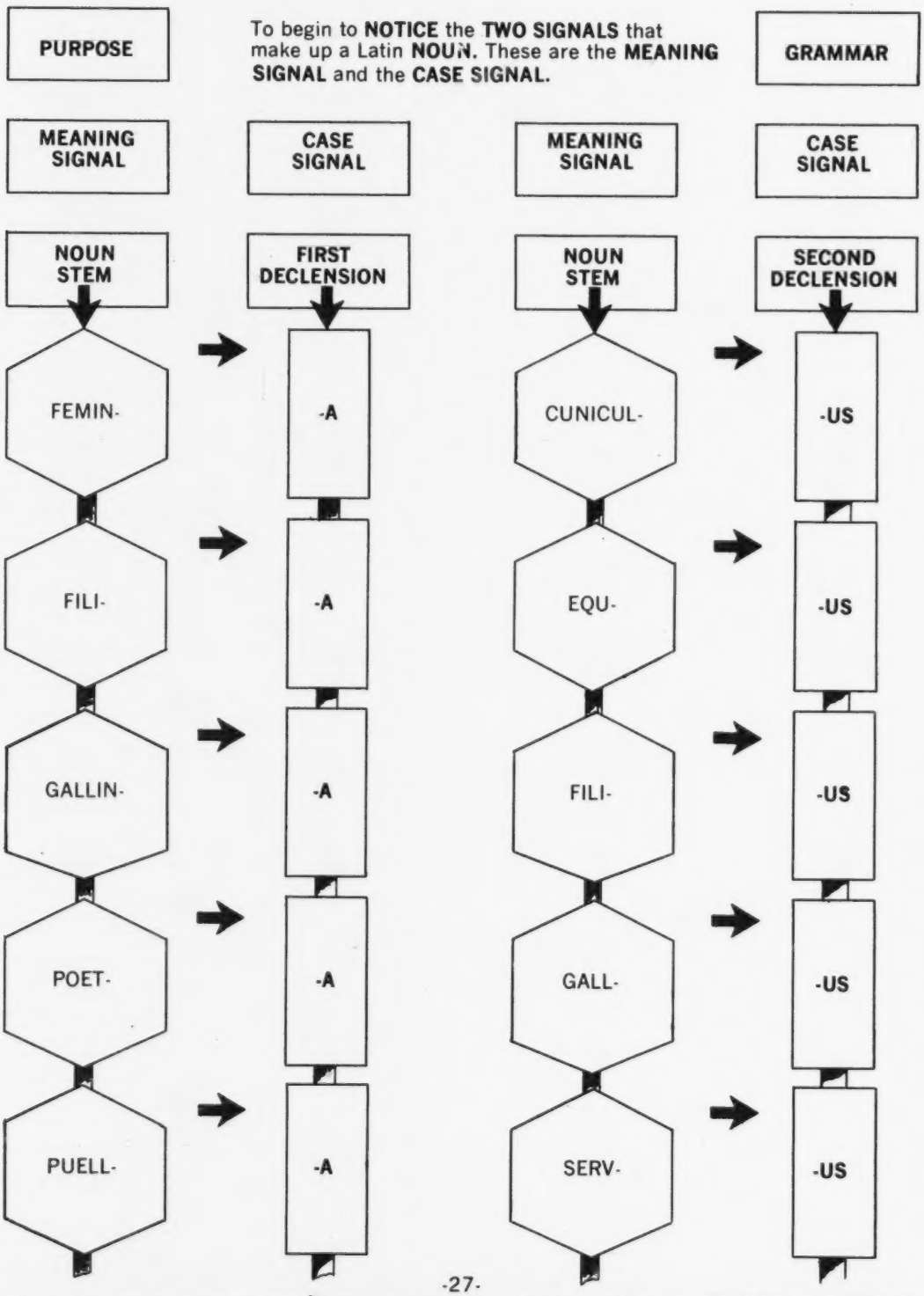
COMPLETION EXERCISE

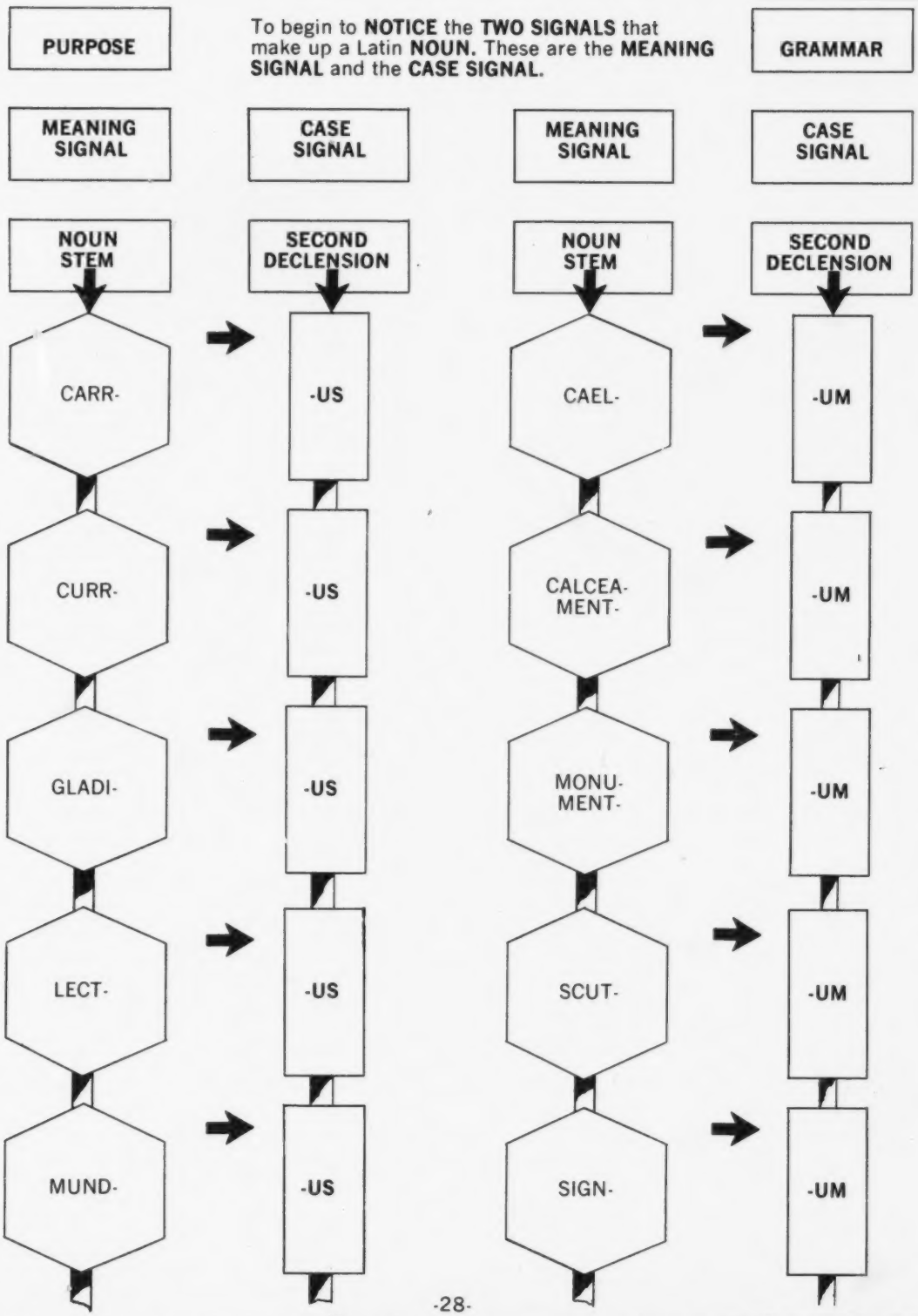
PURPOSE To encourage an **ACTIVE MASTERY** of the Latin Sounds you have learned so far.

DIRECTIONS **COMPLETE** the following utterances by naming the **PERSON**, **ANIMAL**, or **THING** in the picture.
NOTE: If **TWO** or more names apply, your teacher will direct your final choice.

1. LIBER **ET**
2. CURRUS **AUT**
3. AVIS **AN**
4. PATER **VEL**
5. GLADIUS **ATQUE**
6. FEMINA **AUT**
7. PECUNIA **AN**
8. LUPUS **ATQUE**

9. **AUT** **AUT**
10. **AUT** **AUT**
11. **AUT** **AUT**
12. **VEL** **VEL**
13. **VEL** **VEL**
14. **AUT** **AUT**
15. **VEL** **VEL**
16. **VEL** **VEL**


PURPOSE
To begin to NOTICE the TWO SIGNALS that make up a Latin NOUN. These are the MEANING SIGNAL and the CASE SIGNAL.
GRAMMAR
MEANING SIGNAL
CASE SIGNAL
MEANING SIGNAL
CASE SIGNAL
NOUN STEM
FIRST DECLENSION
NOUN STEM
SECOND DECLENSION
FEMIN-
-A
CUNICUL-
-US
FILI-
-A
EQU-
-US
GALLIN-
-A
FILI-
-US
POET-
-A
GALL-
-US
PUELL-
-A
SERV-
-US


PURPOSE
To begin to NOTICE the TWO SIGNALS that make up a Latin NOUN. These are the MEANING SIGNAL and the CASE SIGNAL.
GRAMMAR
MEANING SIGNAL
CASE SIGNAL
MEANING SIGNAL
CASE SIGNAL
NOUN STEM
SECOND DECLENSION
NOUN STEM
SECOND DECLENSION
CARR-
-US
CAEL-
-UM
CURR-
-US
CALCEA-MENT-
-UM
GLADI-
-US
MONU-MENT-
-UM
LECT-
-US
SCUT-
-UM
MUND-
-US
SIGN-
-UM

RECOGNITIO

AUDIO-LINGUAL EXERCISE

PURPOSE

To begin to accustom the student's **EAR** and **TONGUE** to the **INTONATION PATTERNS** of Latin questions and responses.

DIRECTIONS

Your teacher will direct the exercise.

PRIMA PICTURA

Q. **QUIS** EST IN PICTURĀ?
R. 1. **GALLUS** EST IN PICTURĀ.
GALLINA ETIAM EST IN PICTURĀ.
R. 2. **ET** GALLUS **ET** GALLINA **SUNT** IN PICTURĀ. **BOTH** a rooster **AND** a hen **ARE** in the picture.

SECUNDA PICTURA

Q. **QUID** EST IN PICTURĀ?
R. **LECTUS** IN PICTURĀ EST.
SELLA IN PICTURĀ **ETIAM** EST.

TERTIA PICTURA

Q. **QUID** EST IN TERTIĀ PICTURĀ?
R. 1. **ET** CANDELA **ET** LUNA **SUNT** IN TERTIĀ PICTURĀ.
R. 2. **LUNA** IN TERTIĀ PICTURĀ EST. **ETIAM** EST **CANDELA** IN TERTIĀ PICTURĀ.

QUARTA PICTURA

Q. **QUIS** EST IN QUARTĀ PICTURĀ?
R. **VACCA** IN QUARTĀ PICTURĀ EST. **ETIAM** EST **GALLINA** IN PICTURĀ.

QUINTA PICTURA

Q. **QUID** IN QUINTĀ PICTURĀ EST?
R. **ET MENSA ET** LIBER IN QUINTĀ PICTURĀ **SUNT.**

SEXTA PICTURA

Q. EST MONS **AN** COLLIS IN SEXTĀ PICTURĀ?
R. MONS EST IN SEXTĀ PICTURĀ. **ET** COLLIS **ETIAM** EST IN SEXTĀ PICTURĀ.

SEPTIMA PICTURA

Q. **QUID** EST IN SEPTIMĀ PICTURĀ?
R. **JANUA** IN SEPTIMĀ PICTURĀ EST. EST ETIAM PORTA IN SEPTIMĀ PICTURĀ.

OCTAVA PICTURA

Q. **QUID** IN OCTAVĀ PICTURĀ EST?
R. **ET** SCUTUM **ET** HASTA SUNT IN OCTAVĀ PICTURĀ.

GO to **WORKBOOK** Lesson V

AUDIO-LINGUAL EXERCISE

INTROD. LESSON VI

INTRANSITIVE VERBS

PURPOSE

To begin to accustom the student's **EAR** and **TONGUE** to Latin words. **NAMING ACTIONS.**

DIRECTIONS

As you hear and say each of the following utterances, try to **FEEL** and **IMAGINE** the action named.
ALSO, try to **EXPRESS** in your voice, the **INTONATION PATTERNS** of these **SENTENCES** just as your teacher has given them to you.

FRAME 120

AM-BU-LAT

Equus **AMBULAT.**

FRAME 121

CUR-RIT

Equus **CURRIT.**

FRAME 122

STAT

Asinus **STAT.**

FRAME 123

STAT

Elephantus **STAT.**

FRAME 124

AM-BU-LAT

Puella **AMBULAT.**

FRAME 125

CUR-RIT

Canis **CURRIT.**

FRAME 126

SE-DET

Mater **SEDET.**

FRAME 127

SE-DET

Virgo **SEDET.**

AUDIO-LINGUAL EXERCISE

FRAME 128

NA-TAT

Puer **NATAT.**

FRAME 129

NA-TAT

Anas **NATAT.**

FRAME 130

CUR-RIT

Puer **CURRIT.**

FRAME 131

STAT

Puella **STAT.**

FRAME 132

SE-DET

Puer **SEDET.**

FRAME 133

LE-GIT

Puer **LEGIT.**

FRAME 134

SCRI-BIT

Puer **SCRIBIT.**

FRAME 135

DOR-MIT

Puer **DORMIT.**

FRAME 136

RE-CI-TAT

Poeta **RECITAT.**

FRAME 137

LE-GIT

Puella **LEGIT.**

PATTERN PRACTICE

AUDIO-LINGUAL EXERCISE

PURPOSE To **REVIEW** the Latin Sounds naming actions.

DIRECTIONS As you **SAY** each of the following **UTTERANCES,** try to **FEEL** and **IMAGINE** the action named.

1. CANIS	**AMBULAT**	12. FRATER	**CURRIT**
2. MATER	**AMBULAT**	13. ELEPHANTUS	**CURRIT**
3. FEMINA	**AMBULAT**	14. SOROR	**CURRIT**
4. ANSER	**AMBULAT**	15. EQUUS	**CURRIT**
5. POETA	**AMBULAT**	16. ANAS	**NATAT**
6. INFANS	**DORMIT**	17. JUVENIS	**NATAT**
7. REX	**DORMIT**	18. VACCA	**NATAT**
8. GALLINA	**DORMIT**	19. PISCIS	**NATAT**
9. FELES	**DORMIT**	20. PUER	**NATAT**
10. LEO	**DORMIT**	21. REGINA	**SEDET**
11. MUS	**CURRIT**	22. PUELLA	**SEDET**

AUDIO-LINGUAL EXERCISE

PATTERN PRACTICE

PURPOSE To **REVIEW** the Latin Sounds naming actions.

DIRECTIONS As you **SAY** each of the following **UTTERANCES,** try to **FEEL** and **IMAGINE** the action named.

1. PECUNIA	**SEDET**	12. VIRGO	**LEGIT**
2. PATER	**SEDET**	13. SOROR	**LEGIT**
3. SAGITTA	**SEDET**	14. PUELLA	**RECITAT**
4. AMPULLA	**STAT**	15. FRATER	**RECITAT**
5. PORCUS	**STAT**	16. JUVENIS	**RECITAT**
6. TURRIS	**STAT**	17. PUER	**RECITAT**
7. MONS	**STAT**	18. REGINA	**RECITAT**
8. CANDELA	**STAT**	19. REX	**SCRIBIT**
9. FEMINA	**LEGIT**	20. PATER	**SCRIBIT**
10. FRATER	**LEGIT**	21. SERVUS	**SCRIBIT**
11. SERVUS	**LEGIT**	22. POETA	**SCRIBIT**

AUDIO-LINGUAL EXERCISE

RECOGNITIO

PURPOSE To continue to accustom the student's **EAR** and **TONGUE** to the **INTONATION PATTERNS** of Latin questions and responses.

DIRECTIONS Your teacher will direct the exercise.

PRIMA PICTURA

Persona in picturā **RESPONDIT.**
The person in the picture is **ANSWERING**

Q. 1. QUIS **ES**?
R. 1. "EGO SUM PUER."

WHO **ARE YOU**?
"I AM A BOY."

Q. 2. **QUID NUNC AGIS**?
R. 2. "EGO **NUNC SEDEO**."

WHAT ARE YOU DOING NOW?
"**I AM SITTING NOW**."

SECUNDA PICTURA

Persona in picturā respondit.

Q. 1. QUIS ES?
R. 1. "EGO SUM AGRICOLA."

Q. 2. QUID AGIS NUNC?
R. 2. "EGO NUNC **LABORO**."

TERTIA PICTURA

Animal in picturā "respondit".

Q. 1. QUIS ES?
R. 1. "EGO SUM HIRCUS."

Q. 2. QUID NUNC AGIS?
R. 2. "EGO NUNC **STO**."

QUARTA PICTURA

Animal in picturā "respondit".

Q. 1. QUIS ES?
R. 1. "EGO SUM CUNICULUS."

Q. 2. QUID NUNC AGIS?
R. 2. "EGO NUNC **EDO**."
"EGO ETIAM NUNC **SEDEO**."

GO to **WORKBOOK** Lesson VI

AUDIO-LINGUAL EXERCISE | **INTROD. LESSON VII** | **PATTERN PRACTICE**

PURPOSE

1. To learn the use of an **ADVERB.**
2. To learn another **CO-ORDINATING CONJUNCTION.**

EXPLANATION

The **ADVERB** you will learn will be used to **NEGATIZE** a verb.
The co-ordinating conjunction you will learn presents an **OPPOSITE.**
This kind of conjunction is called an **ADVERSATIVE CONJUNCTION.**

1. INFANS **NON** LEGIT.
2. CANIS **NON** SCRIBIT.
3. MUS **NON** RECITAT.
4. COLLIS **NON** AMBULAT.
5. TIGER **NON** SCRIBIT.
6. ARBOR **NON** AMBULAT **SED** STAT.
7. INFANS **NON** CURRIT **SED** SEDET.
8. AMPULLA **NON** CURRIT.
9. SIGNUM **NON** AMBULAT **SED** STAT.
10. LIBER **NON** CURRIT **SED** SEDET.
11. EQUUS **VEL** AMBULAT **VEL** CURRIT.
12. ANSER **AUT** NATAT **AUT** AMBULAT.
13. PUELLA **VEL** LEGIT **VEL** RECITAT.
14. PISCIS **NON** AMBULAT **SED** NATAT.
15. PATER **AUT** SCRIBIT **AUT** LEGIT.
16. GALLINA **NON** NATAT.

AUDIO-LINGUAL EXERCISE

PATTERN PRACTICE

PURPOSE To begin to learn **THREE** new **QUESTION SIGNALS.**

QUESTIONS

EXPLANATION

NONNE expects the answer **YES** (**ITA**).
NUM expects the answer **NO** (**NON**).
-NE asks for information. The answer expected can be **YES** (**ITA**), **NO** (**NON**), or a **RESTATEMENT** (in the negative) (or positive).

Q. 1	**NONNE**	Robertus est puer?	R. 1	**ITA.** (aut) Robertus **EST** puer.
Q. 2	**NONNE**	puer est persona?	R. 2	**ITA.** (aut) Puer **EST** persona.
Q. 3	**NONNE**	Maria puella est?	R. 3	**ITA.** (aut) Maria **EST** puella.
Q. 4	**NONNE**	puella est persona?	R. 4	**ITA.** (aut) Puella persona est.
Q. 5	**NUM**	canis est persona?	R. 5	**NON.** (aut) Canis **NON EST** persona.
Q. 6	**NUM**	turris ambulat?	R. 6	**NON.** (aut) Turris **NON AMBULAT.**
Q. 7	**NUM**	infans currit?	R. 7	**NON.** (aut) Infans **NON CURRIT.**
Q. 8.	**NUM**	signum legit?	R. 8	**NON.** (aut) Signum **NON LEGIT.**
Q. 9	Est-**NE**	equus animal?	R. 9	**ITA.** (aut) Equus animal **EST.**
Q. 10	Sedet-**NE**	pater?	R. 10	**ITA.** (aut) Pater **SEDET.**
Q. 11	Currit-**NE**	mons?	R. 11	**NON.** (aut) Mons **NON CURRIT.**
Q. 12	Legit-**NE**	porcus?	R. 12	**NON.** (aut) Porcus **NON LEGIT.**

AUDIO-LINGUAL EXERCISE

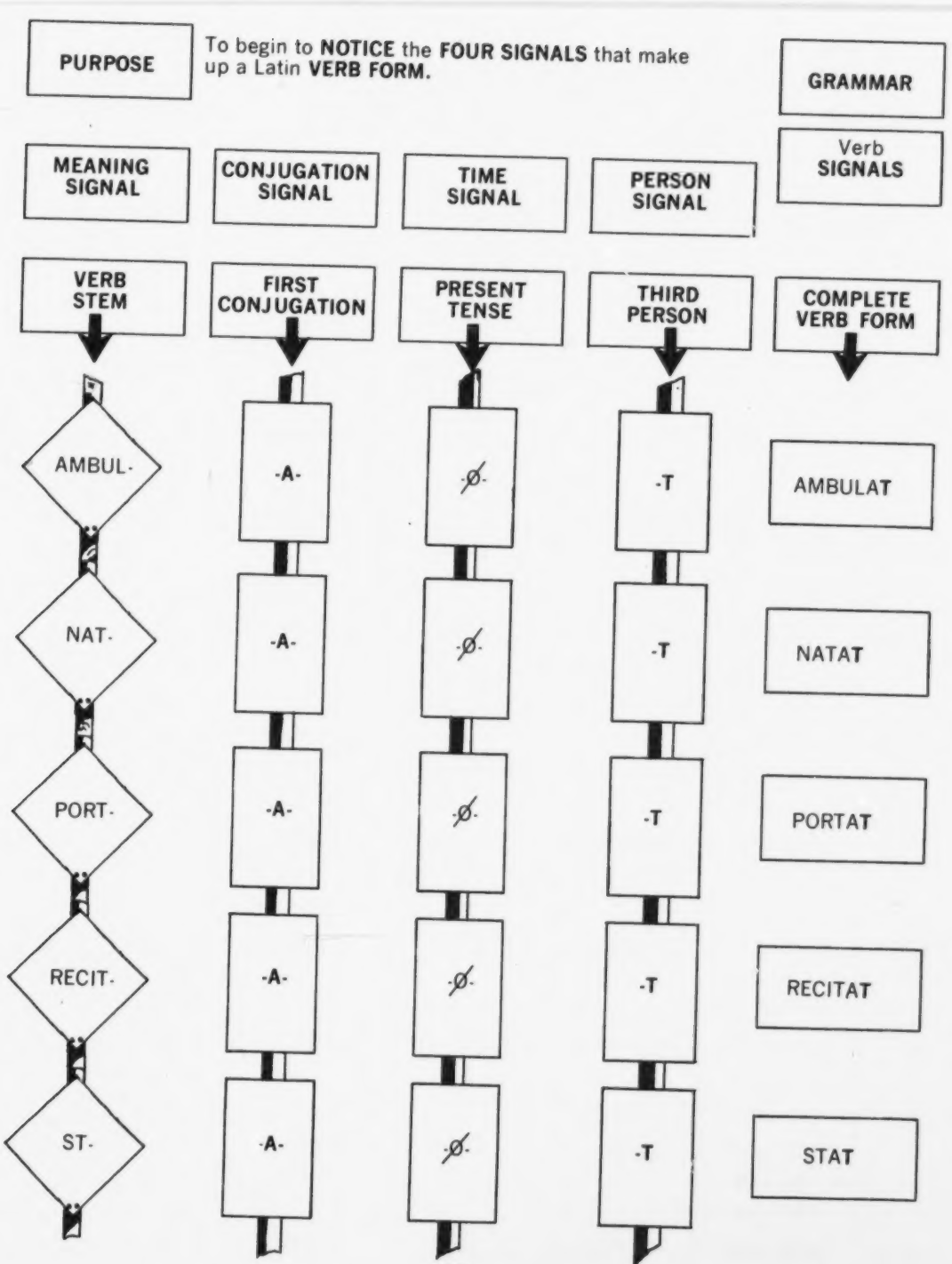
PURPOSE To begin to learn the **QUESTION SIGNAL** which asks for the **ACTION** of the **SUBJECT** of the sentence.

PATTERN PRACTICE

EXPLANATION In Latin, the **QUESTION SIGNAL** most frequently used to ask what **SOMEBODY** is doing is - - - **QUID AGIT.**

QUESTIONS

Q. 1.	**QUID AGIT**	CANIS?	R. 1	**CURRIT.**
Q. 2	**QUID AGIT**	PUELLA?	R. 2	**AMBULAT.**
Q. 3	**QUID AGIT**	ANAS?	R. 3	**NATAT.**
Q. 4	**QUID AGIT**	PUER?	R. 4	**DORMIT.**
Q. 5	**QUID AGIT**	POETA?	R. 5	**RECITAT.**
Q. 6	**QUID AGIT**	EQUUS?	R. 6	**CURRIT.**
Q. 7	**QUID AGIT**	MATER?	R. 7	**SEDET.**
Q. 8	**QUID AGIT**	ELEPHANTUS?	R. 8	**STAT.**
Q. 9	**QUID AGIT**	ASINUS?	R. 9	**STAT.**
Q. 10	**QUID AGIT**	VIRGO?	R. 10	**SEDET.**


PURPOSE
To begin to NOTICE the FOUR SIGNALS that make up a Latin VERB FORM.
GRAMMAR
Verb SIGNALS
MEANING SIGNAL
CONJUGATION SIGNAL
TIME SIGNAL
PERSON SIGNAL
VERB STEM
FIRST CONJUGATION
PRESENT TENSE
THIRD PERSON
COMPLETE VERB FORM
AMBUL-
NAT-
PORT-
RECIT-
ST-
-A-
-A-
-A-
-A-
-A-
-Ø-
-Ø-
-Ø-
-Ø-
-Ø-
-T
-T
-T
-T
-T
AMBULAT
NATAT
PORTAT
RECITAT
STAT

RECOGNITIO

AUDIO-LINGUAL EXERCISE

PURPOSE To introduce the student's **EAR** and **TONGUE** to the **INTONATION PATTERNS** proper to the **DIALOGUE.**

DIRECTIONS Your teacher will direct the exercise.
NOTE: The following **DIALOGUE** is between Alfreda and Alfredus.

PRIMA PICTURA

ALFREDA:	"**ECCE!** LEO!" / "**LOOK!** A LION!"
ALFREDUS:	"QUID AGIT LEO **IBI**?" / "WHAT IS THE LION DOING **THERE**?"
ALFREDA:	"**NESCIO.**" / "**I DON'T KNOW.**"
ALFREDUS:	"O, EGO **SCIO.**" / "OH, **I KNOW.**"
ALFREDA:	"QUID **SCIS**?" / "WHAT DO **YOU KNOW**?"

Alfreda est puella.
Alfredus est puer.

SECUNDA PICTURA

ALFREDUS:	"**ECCE!** VIR IBI!"
ALFREDA:	"**ECCE!** ASINUS IBI!"
ALFREDUS:	"**QUID AGIT** ASINUS?"
ALFREDA:	"ASINUS **NUNC** SEDET."
ALFREDUS:	"**O,** ALFREDA-----!"

TERTIA PICTURA

ALFREDA:	"ECCE! AGRICOLA IBI!"
ALFREDUS:	"**VIDEO EUM.**" / "**I SEE HIM.**"
ALFREDA:	"QUID AGIT AGRICOLA IBI?"
ALFREDUS:	"**NONNE** LABORAT?"
ALFREDA:	"**ITA.** LABORAT."

QUARTA PICTURA

ALFREDA:	"ECCE! PUELLA IBI!"
ALFREDUS:	"VIDEO **EAM.**" / "I SEE **HER.**"
ALFREDA:	"QUID AGIT PUELLA IBI?"
ALFREDUS:	"**NONNE** PUELLA SEDET?"
ALFREDA:	"**ITA.** PUELLA SEDET."

GO to **WORKBOOK** Lesson VII

AUDIO-LINGUAL EXERCISE

INTROD. LESSON VIII

PREPOSITIONS

PURPOSE To be introduced to a Latin **PREPOSITION.**

EXPLANATION

The preposition you will learn to use has two meanings:
1. It states the **PLACE IN** which or **ON** which a thing is or action occurs.
2. It states the place **INTO** which an action is moving.

NOTE: You will see **ONLY** use 1 for the present.

FRAME 138

IN

VAC-CĀ

Gallina **in vaccā** sedet.

FRAME 139

IN

VI-Ā

Vacca **in viā** stat.

FRAME 140

IN

E-LE-PHAN-TŌ

Puella **in elephantō** sedet.

FRAME 141

IN SIL-VĀ

Casa **in silvā** est.

FRAME 142

IN JA-NU-Ā

Clavis **in januā** est.

FRAME 143

IN A-QUĀ

Insula **in aquā** videtur.

PATTERN PRACTICE

AUDIO-LINGUAL EXERCISE

PURPOSE — To learn a **QUESTION WORD** in Latin which asks **WHERE** a thing is or an action occurs.

EXPLANATION — The question word you will learn is called an **ADVERB.** The answer expected to **UBI** is the preposition **IN** and a noun in the ablative case.

PRIMA PICTURA		Q.	**UBI**	vacca stat?
		R.	**IN**	**VIĀ** stat vacca.
SECUNDA PICTURA		Q.	**UBI**	sedet corona?
		R.	**IN**	**CAPITE** sedet corona.
TERTIA PICTURA		Q.	**UBI**	est clavis?
		R.	**IN**	**JANUĀ** est.
QUARTA PICTURA		Q.	**UBI**	dormit puer?
		R.	**IN**	**LECTŌ** dormit puer.
QUINTA PICTURA		Q.	**UBI**	est scutum?
		R.	**IN**	**MILITE** est scutum.
SEXTA PICTURA		Q.	**UBI**	stat casa?
		R.	**IN**	**INSULĀ** stat casa.
SEPTIMA PICTURA		Q.	**UBI**	est remus?
		R.	**IN**	**NAVE** est remus.
OCTAVA PICTURA		Q.	**UBI**	stat avis?
		R.	**IN**	**SIGNŌ** stat avis.

AUDIO-LINGUAL EXERCISE

PATTERN PRACTICE

PURPOSE To become **AWARE** of **ANOTHER USE** of the **NOUN.**

EXPLANATION

1. The **USE** of the nouns in the following Pattern Practice is **PREPOSITIONAL.** It can also be called **ADVERBIAL.**
2. The **CASE** of the nouns in the prepositional phrases is called **ABLATIVE.**

1. INFANS	**IN**	FAMILIĀ EST.	9. PISCIS	**IN**	AQUĀ NATAT.
2. FRATER	**IN**	FAMILIĀ EST.	10. AVIS	**IN**	ARBORE STAT.
3. SILVA	**IN**	MUNDŌ EST.	11. TURRIS	**IN**	COLLE STAT.
4. MONS	**IN**	MUNDŌ EST.	12. PATER	**IN**	LECTŌ DORMIT.
5. SAGITTA	**IN**	SIGNŌ VIDETUR.	13. PUER	**IN**	VIĀ AMBULAT.
6. SILVA	**IN**	MONTE VIDETUR.	14. JANUA	**IN**	CASĀ EST.
7. AQUA	**IN**	FONTE EST.	15. SOL	**IN**	CAELŌ VIDETUR.
8. PECUNIA	**IN**	CASĀ NON EST.	16. LEO	**IN**	MONTE NON SEDET.

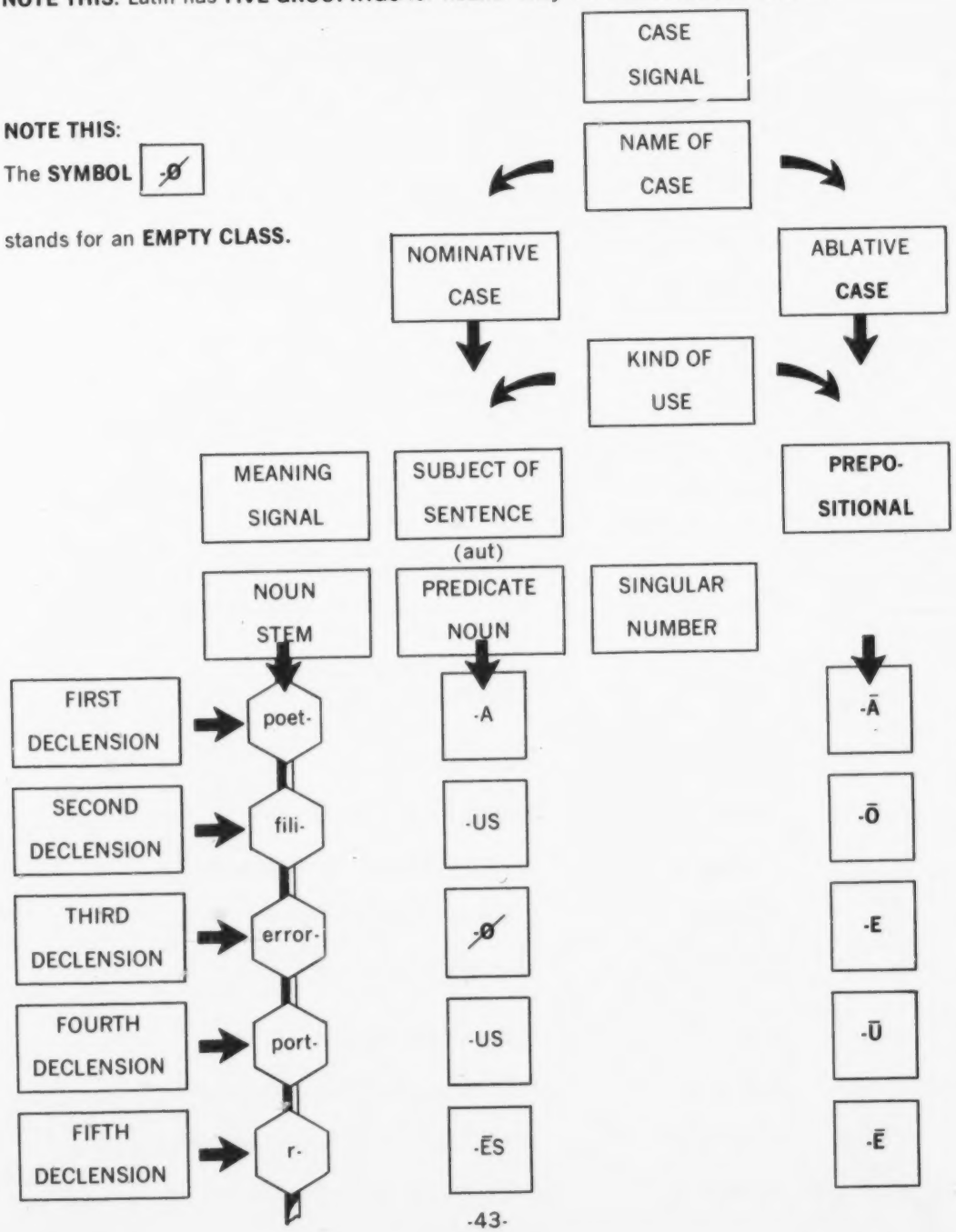
PURPOSE To begin to notice the **SIGNALS** on a noun that **SHOW** the **USE** of the noun in a sentence. Each signal is given a name. **GRAMMAR**

NOTE THIS: Latin has **FIVE GROUPINGS** for nouns. They are called **DECLENSIONS.**

NOTE THIS:

The **SYMBOL** -Ø

stands for an **EMPTY CLASS.**



AUDIO-LINGUAL EXERCISE

RECOGNITIO

PURPOSE

To accustom the student's **EAR** and **TONGUE** to the **INTONATION PATTERNS** proper to a **DIALOGUE.**

DIRECTIONS

Your teacher will direct the exercise.

PRIMA PICTURA

ROBERTUS: "ECCE, ROBERTA! **NAVIS** IBI EST."

ROBERTA: "**UBI** EST NAVIS?"

ROBERTUS: "**IBI** EST. NAVIS **IN FLUMINE** EST."

ROBERTA: "ITA. NAVIS IN FLUMINE EST."

ROBERTUS: "**BENE,** ROBERTA! NUNC **INTELLEGIS**."
"**GOOD,** ROBERTA! NOW **YOU UNDERSTAND.**"

SECUNDA PICTURA

ROBERTA: "ROBERTE, **QUOMODO** RES IN PICTURĀ **LATINE NOMINATUR**?"
"ROBERT, **WHAT IS** THE OBJECT IN THE PICTURE **CALLED IN LATIN**?"

ROBERTUS: "ROBERTA, RES IN PICTURĀ LATINE NOMINATUR **BRACCHIUM.**"

ROBERTA: "**GRATIAS TIBI AGO,** ROBERTE."
"**I THANK YOU,** ROBERT."

TERTIA PICTURA

ROBERTUS: "ECCE, MILES!"

ROBERTA: "**NONNE** MILES EST **GALUS**?"

ROBERTUS: "**ITA,** ROBERTA. MILES **GALUS** EST."

ROBERTA: "QUID **IN BRACCHIŌ** EST?"

ROBERTUS: "**IN BRACCHIŌ** EST SCUTUM."

QUARTA PICTURA

ROBERTA: "**ECCE!** MENSA IBI EST."

ROBERTUS: "QUID IN MENSĀ STAT, ROBERTA?"

ROBERTA: "IN MENSĀ STAT AMPULLA, **ROBERTE**."

ROBERTUS: "GRATIAS TIBI AGO, ROBERTA."

GO to **WORKBOOK** Lesson VIII

AUDIO-LINGUAL EXERCISE

INTROD. LESSON IX

ADJECTIVES

PURPOSE To hear and pronounce the Latin sounds describing contrast in **SIZE** between **LARGE** and **SMALL**.

DIRECTIONS **FIRST**, your teacher will pronounce the sound in each frame. **THEN**, when he tells you to do so, **IMITATE** his **PRONUNCIATION**.

STEM **MAGN-**	CONTRAST in SIZE	STEM **PARV-**

FRAME 144

MAGNUS PUER

FRAME 148

PARVUS PUER

MAG-NUS

PAR-VUS

FRAME 145

MAGNA PUELLA

FRAME 149

PARVA PUELLA

MAG-NA

PAR-VA

FRAME 146

MAGNUM SCUTUM

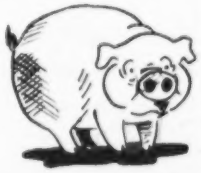
FRAME 150

PARVUM SCUTUM

MAG-NUM

PAR-VUM

FRAME 147



FRAME 151

MAG-NUS

PAR-VUS

MAGNUS PORCUS

PARVUS PORCUS

AUDIO-LINGUAL EXERCISE

PATTERN PRACTICE

PURPOSE

To become **AWARE** of the **THREE GENDER SIGNALS** on an **ADJECTIVE** in Latin.
THESE THREE SIGNALS are: **-US, -A, -UM.**

1.	MAGN**US**	MUND**US**	12.	PARV**US**	LECT**US**
2.	MAGN**US**	GLADI**US**	13.	PARV**US**	FILI**US**
3.	MAGN**US**	MON**S**	14.	PARV**US**	ARBOR
4.	MAGN**US**	TIGER	15.	PARV**US**	LUP**US**
5.	MAGN**A**	FEMIN**A**	16.	PARV**A**	SOROR
6.	MAGN**A**	ELEPHANT**A**	17.	PARV**A**	CALLIN**A**
7.	MAGN**A**	SILV**A**	18.	PARV**A**	PORT**A**
8.	MAGN**A**	TURR**IS**	19.	PARV**A**	NAV**IS**
9.	MAGN**UM**	MONUMENT**UM**	20.	PARV**UM**	CALCEAMENT**UM**
10.	MAGN**UM**	SIGN**UM**	21.	PARV**UM**	SIGN**UM**
11.	MAGN**UM**	VULN**US**	22.	PARV**UM**	ANIMAL

AUDIO-LINGUAL EXERCISE

PURPOSE To begin to learn **THREE FORMS** of the question signal for questions asking about **SIZE.**

PATTERN PRACTICE

EXPLANATION The **STEM** of this question signal is **QUANT-**

QUESTIONS

Q. 1.	**QUANT**US	est mons?	R. 1	**MAGN**US	est mons.
Q. 2.	**QUANT**US	est collis?	R. 2	**PARV**US	est collis.
Q. 3.	**QUANT**US	est vir?	R. 3	**MAGN**US	est vir.
Q. 4.	**QUANT**A	est puella?	R. 4	**PARV**A	est puella.
Q. 5.	**QUANT**A	est femina?	R. 5	**MAGN**A	est femina.
Q. 6.	**QUANT**A	est porta?	R. 6	**PARV**A	est porta.
Q. 7.	**QUANT**A	est fenestra?	R. 7	**MAGN**A	est fenestra.
Q. 8.	**QUANT**UM	est signum?	R. 8	**PARV**UM	est signum.
Q. 9.	**QUANT**UM	est monumentum?	R. 9	**MAGN**UM	est monumentum.
Q. 10.	**QUANT**UM	est animal?	R. 10	**PARV**UM	est animal.

AUDIO-LINGUAL EXERCISE

PURPOSE To accustom the student's **EAR** and **TONGUE** to the **INTONATION PATTERNS** proper to a **DIALOGUE.**

RECOGNITIO

DIRECTIONS Your teacher will direct the exercise.

PRIMA PICTURA

PAULUS: "ECCE, PAULA! **insula** IBI STAT."

PAULA: "ITA! ET ECCE, **CASA!**"

PAULUS: "**MIRUM EST. NEMO** IBI HABITAT."
"**STRANGE THING. NOBODY** LIVES THERE."

PAULA: "**FORTASSE** ALIQUIS IBI HABITAT. FORTASSE NUNC ABEST."
"**PERHAPS** SOMEONE DOES LIVE THERE. PERHAPS HE IS AWAY NOW."

SECUNDA PICTURA

PAULA: "ECCE, PAULE, ELEPHANTUS IBI!"

PAULUS: "**QUAM** PARVUS EST!"
"**HOW** SMALL HE IS!"

PAULA "FORTASSE ELEPHANTUS EST INFANS."

PAULUS: "NON INFANS, PAULA, SED FORTASSE PUER."

PAULA: "ET FORTASSE EST PUELLA."

PAULUS: "O, PAULA!"

TERTIA PICTURA

PAULA: "O, QUAM **ALTUS** EST MONS IBI!"
"OH, HOW **TALL** THE MOUNTAIN THERE IS!"

PAULUS: "ITA, QUAM ALTUS ET ETIAM QUAM **PULCHER!**"
"YES, HOW TALL AND ALSO HOW **PRETTY!**"

PAULA: "**PAULE,** HABITATNE ANIMAL IN MONTE?"

PAULUS: "**NESCIO,** PAULA, FORTASSE ANIMAL IBI HABITAT."

QUARTA PICTURA

PAULUS: "NONNE MONUMENTUM IBI EST **VALDE** ALTUM?"
"THE MONUMENT THERE IS **VERY** HIGH, ISN'T IT?"

PAULA: "O, ITA. MONUMENTUM EST VALDE ALTUM, ET EST VALDE PULCHRUM."

PAULUS: "NONNE ETIAM **VIDETUR ESSE** VALDE FORTE?"
"IT **SEEMS TO BE** VERY STRONG TOO, DOES IT NOT?

PAULA: "O, ITA.

GO to **WORKBOOK** Lesson IX

AUDIO-LINGUAL EXERCISE | **INTROD. LESSON X** | **PREPOSITIONS**

PURPOSE

To hear and pronounce some Latin sounds that **SIGNAL TO** the position of a thing **OR** the direction of an action.

EXPLANATION

1. The prepositions you will hear and pronounce **GO WITH** a noun in the **ACCUSATIVE CASE.**
2. An **ARROW** will be used to show the **POSITION,** or the **LIMIT OF THE DIRECTION** which each preposition signals.
3. **A LONG BOX** will be the signal for the point of reference for each position or action.

FRAME 152

POINT OF REFERENCE ← **AD**

PUER
AD PUELLAM
currit.

FRAME 153

POINT OF REFERENCE ← **IN**

Juvenis
IN CASAM
ambulat.

FRAME 154

← **SUPER**

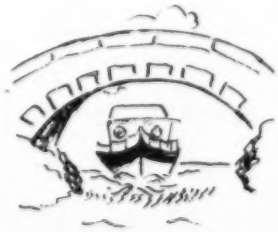
POINT OF REFERENCE

Avis
SUPER FLUMEN
volitat.

FRAME 155

POINT OF REFERENCE

← **SUB**



Navis
SUB PONTEM
movet.

AUDIO-LINGUAL EXERCISE

PATTERN PRACTICE

PURPOSE

To become more certain of the **USAGE** of the **PREPOSITIONS** you have already seen and also to learn the usage of **TWO MORE PREPOSITIONS.**

EXPLANATION

The preposition **PROPE** goes with a noun in the **ACCUSATIVE CASE.**
The preposition **CUM** goes with the noun in the **ABLATIVE CASE.**

1.

Ampulla

IN MENSĀ

stat.

2.

Puer

AD SELLAM

ambulat.

3.

Magna ampulla

PROPE PARVAM AMPULLAM

stat.

4.

Puer librum

AD PUELLAM

ostendit.

5.

Cuniculus

SUPER COLLEM

saltat.

6. Triangulum

PROPE CIRCULUM

est.

7. Puer

CUM EQUŌ

ambulat.

8. Anas

IN AQUĀ

natat.

9. MATER

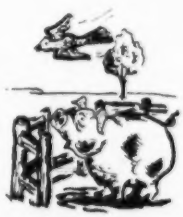
AD PUERUM

ambulat.

10. Avis

SUPER PORCUM

volitat.



PATTERN PRACTICE

AUDIO-LINGUAL EXERCISE

PURPOSE To become more certain of the **USAGE** of the prepositions you have already seen and heard.

DIRECTIONS As you say each of the following utterances, try to **FEEL** and **IMAGINE** the place or direction of the object or action.

1. NONNE AVIS ET ANAS	**SUPER**	SILV**AM**	VOLITANT?
2. CUR CUNICULUS NUNC	**AD**	SILV**AM**	CURRIT?
3. NONNE PETRUS ET PAULUS	**IN**	SILV**AM**	CURRUNT?
4. CUR MAGNUS CANIS NUNC	**IN**	SILV**Ā**	DORMIT?
5. NONNE PARVA CASA	**PROPE**	SILV**AM**	STAT?
6. CUR PARVUS PUER	**PROPE**	MONT**EM**	SEDET?
7. CUR LEO ET TIGER NUNC	**AD**	MONT**EM**	CURRUNT?
8. MAGNUS ARBOR	**SUPER**	MONT**EM**	VOLITAT.
9. CUNICULUS	**IN**	MONT**EM**	CURRIT.
10. VIR ATQUE EQUUS	**IN**	MONT**E**	STANT.
11. PARVUS MUS NUNC	**SUB**	MENS**AM**	CURRIT.

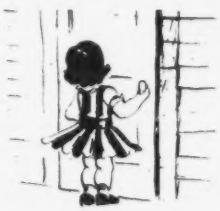
AUDIO-LINGUAL EXERCISE

RECOGNITIO

PURPOSE To accustom the student's **EAR** and **TONGUE** to Latin in a **NARRATIVE STYLE.**

DIRECTIONS Your teacher will direct the exercise.

PRIMA PICTURA



PUELLA IN PICTURĀ **ANTE** JANU**AM** STAT. PUELLA EST PARVA ET EST **VALDE** PULCHRA. PUELLA **NOMINATUR** MARTHA. MARTHA **OLIM** INFANS ERAT **SED NUNC** EST PUELLA. MARTHA ETIAM EST **DISCIPULA. IN FUTURO,** MARTHA **ERIT** FEMINA. IN FUTURO MARTHA **ETIAM** MAGNA ERIT.

SECUNDA PICTURA

PUER IN PICTURA **POST** ARBOR**EM** NUNC STAT. ARBOR STAT **ANTE** PUER**UM.** PUER NOMINATUR ALFREDUS. ALFREDUS OLIM INFANS ERAT. NUNC, AUTEM, MAGNUS PUER EST. ALFREDUS ETIAM **DISCIPULUS** EST. IN FUTURO, ALFREDUS ERIT VIR. FORTASSE, IN FUTURO, ALFREDUS ERIT MAGNUS VIR.

TERTIA PICTURA

VIR IN PICTURA EST NUNTIUS. NUNTIUS NUNC **ANTE** JANU**AM** STAT. NUNTIUS NON EST DISCIPULUS. NUNTIUS NUNC LABORAT. **OLIM** NUNTIUS **ERAT** PUER. ERAT ETIAM DISCIPULUS.

QUARTA PICTURA

IN PICTURĀ PARVA INSULA VIDETUR. MAGNA INSULA ETIAM EST IN PICTURĀ. PARVA INSULA STAT **PROPE** MAGN**AM** INSUL**AM** ET MAGNA INSULA STAT **PROPE** PARV**AM** INSUL**AM.** ET PARVA INSULA ET MAGNA INSULA IN AQUĀ **SUNT.** MAGNA INSULA VIDETUR ESSE VALDE PULCHRA. PARVA INSULA ETIAM VIDETUR ESSE PULCHRA.

GO to **WORKBOOK** Lesson X

AUDIO-LINGUAL EXERCISE

INTROD. LESSON XI

TRANSITIVE VERBS

PURPOSE

To begin to accustom the student's **EAR** and **TONGUE** to Latin sounds naming action and whose action is **DIRECTED** toward an **OBJECT.** The object is named a **DIRECT OBJECT.**

EXPLANATION

The action words in the following frames are called **TRANSITIVE VERBS. TRANSITIVE VERBS PATTERN WITH A DIRECT OBJECT IN THE ACCUSATIVE CASE** in Latin.

FRAME 156

SPECTAT

Puer **VICUM** spectat.

Q. 1. Quis **VICUM** spectat?
R. 1. Puer **VICUM** spectat.

Q. 2. Nonne VIC**US** videtur in picturā?
R. 2. VICUS in picturā videtur.

Q. 3. QUID AGIT puer?
R. 3. Puer VICUM SPECTAT.

Q. 4. QUID SPECTAT puer?
R. 4. VICUM SPECTAT.

FRAME 157

TERRET

Serpens **PUERUM** terret.

Q. 1. QUIS puerum terret?
R. 1. SERPENS puerum terret.

Q. 2. **Num** puer SERPENTEM terret?
R. 2. **NON.**

Q. 3. QUID AGIT serpens?
R. 3. PUERUM TERRET serpens.

Q. 4. **QUEM** teret serpens?
R. 4. PUERUM terret serpens.

FRAME 158

DEFENDIT

Puer **PUELLAM** defendit.

Q. 1. Quis PUELLAM defendit?
R. 1. Puer PUELLAM defendit.

Q. 2. QUID AGIT puer?
R. 2. PUELLAM DEFENDIT puer.

Q. 3. QUEM puer defendit?
R. 3. PUELLAM puer defendit.

Q. 4. NUM puella PUERUM defendit?
R. 4. NON nunc.

FRAME 159

DUCIT

Imperator **EXERCITUM** ducit.

Q. 1. QUIS exercitum ducit?
R. 1. IMPERATOR exercitum ducit.

Q. 2. **Nonne** imperator exercitum ducit?
R. 2. **ITA.**

Q. 3. QUID AGIT imperator?
R. 3. EXERCITUM DUCIT imperator.

Q. 4. **Nonne** imperator exercitum defendit?
R. 4. Imperator exercitum **etiam** defendit.

AUDIO-LINGUAL EXERCISE

PATTERN PRACTICE

PURPOSE

To begin to notice the **FORM** of the **ACCUSATIVE CASE.**
The **ACCUSATIVE CASE** frequently has the signal **-M.**

EXPLANATION

The **ACCUSATIVE CASE** signals **TWO USES** in Latin.
1. The **DIRECT OBJECT** of **TRANSITIVE VERBS.**
2. The **OBJECT** of certain **PREPOSITIONS.**

1. POETA	PICTURA**M**	SPECTAT	.
2. REX	SILVA**M**	SPECTAT	.
3. SERVUS	SIGNU**M**	SPECTAT	.
4. JUVENIS	MONTE**M**	SPECTAT	.
5. FEMINA	RE**M**	SPECTAT	.
6. TIGER	LUPU**M**	TERRET	.
7. CANIS	CUNICULU**M**	TERRET	.
8. LUPUS	OVE**M**	TERRET	.
9. FELES	MURE**M**	TERRET	.
10. ASINUS	PORCU**M**	TERRET	.

PATTERN PRACTICE

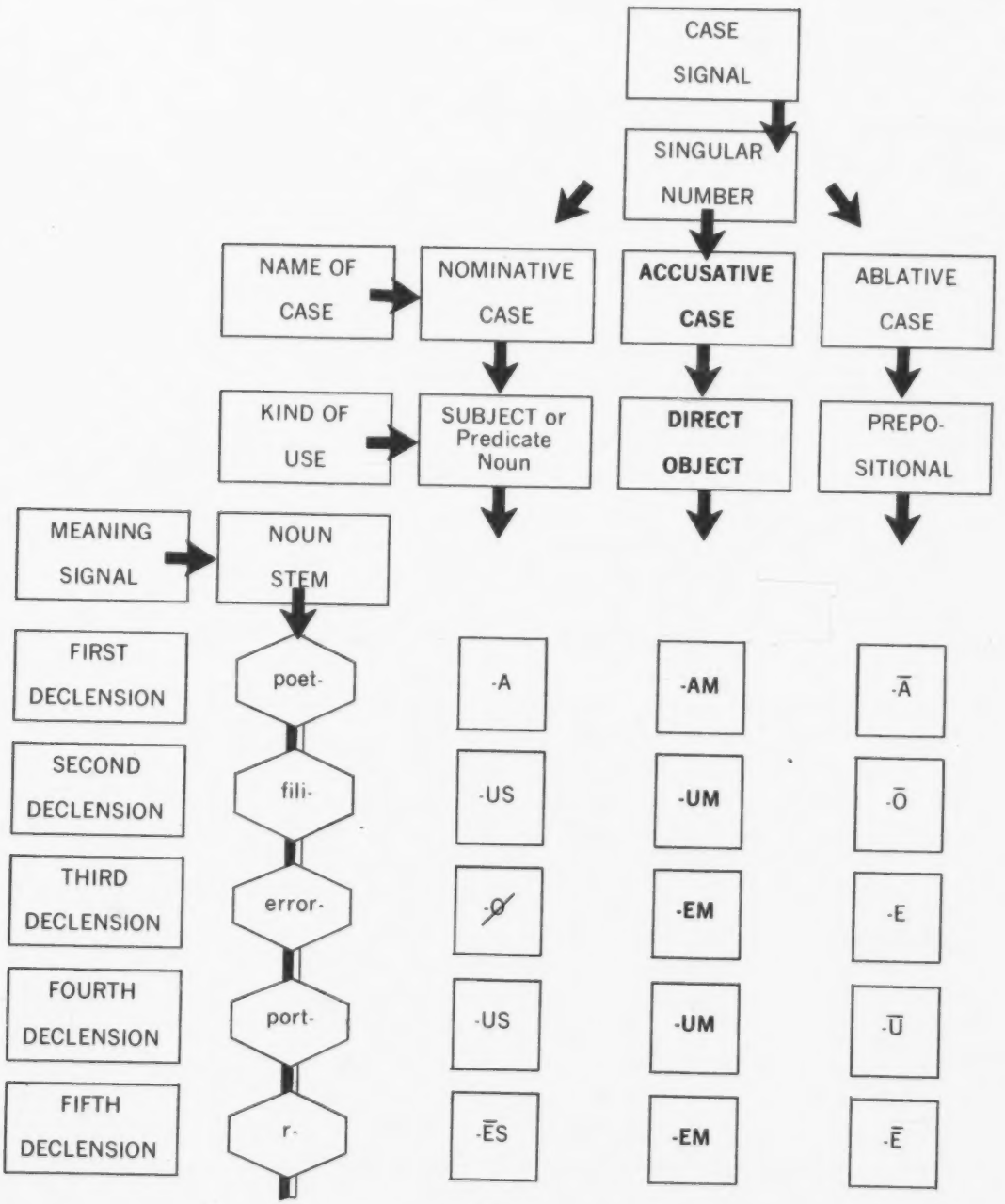
AUDIO-LINGUAL EXERCISE

PURPOSE To become more certain about the **FORM** of the **ACCUSATIVE CASE.**

DIRECTIONS Become more **AWARE** of the **ACCUSATIVE CASE** of a noun as the **DIRECT OBJECT** of the action of the verb.

1. CANIS	INFANT**EM**	DEFENDIT	.
2. FRATER	SOROR**EM**	DEFENDIT	.
3. PATER	CASA**M**	DEFENDIT	.
4. VIR	PECUNI**AM**	DEFENDIT	.
5. REX	PERSONA**M**	DEFENDIT	.
6. PUER	CAN**EM**	DUCIT	.
7. VIR	EQU**UM**	DUCIT	.
8. MATER	INFANT**EM**	DUCIT	.
9. SERVUS	VACCA**M**	DUCIT	.
10. ANAS	ANSER**EM**	DUCIT	.

PURPOSE To begin to notice the **SIGNALS** on a noun that **SHOW** the **USE** of the noun in a sentence. **GRAMMAR**



AUDIO-LINGUAL EXERCISE

RECOGNITIO

PURPOSE To accustom the student's **EAR** and **TONGUE** to Latin in a **NARRATIVE STYLE.**

DIRECTIONS Your teacher will direct the exercise.

PRIMA PICTURA

IN PICTURĀ EST CANIS ET ETIAM EST FELES. CANIS FEL**EM** NUNC **TERRET.** CANIS FEL**EM** NUNC NON **DEFENDIT.** CANIS EST MAGNUS. FELES, AUTEM, EST PARVUS. CANIS **CELERITER** CURRIT. FELES CELERITER ETIAM CURRIT. ET CANIS ET FELES **IN** CIRCUL**Ō** NUNC CURRUNT.

SECUNDA PICTURA

PUER IN PICTURĀ CAN**EM TRAHIT.** CANIS NUNC **RESISTIT** PUER**O.** PUER IN PICTURĀ NOMINATUR ALBERTUS. CANIS IN PICTURĀ NOMINATUR "SPOT". NONNE "SPOT" EST CANIS **FORTIS**?

TERTIA PICTURA

EQUUS ET CANIS IN PICTURĀ VIDENTUR. EQUUS **IN CIRCUL**Ō AMBULAT ET CURRIT. CANIS, AUTER, IN EQUUŌ STAT ET IBI **LUDIT. NONNE** EQUUS **VIDETUR ESSE** PULCHER? **NONNE** CANIS ETIAM **VIDETUR ESSE** PULCHER? NONNE CANIS **FORTIS** EST?

QUARTA PICTURA

IN QUARTĀ PICTURĀ PARVA SED PULCHRA INSULA VEDETUR. PUER IN PICTURĀ INSUL**AM MONSTRAT.** INSULA **PROPE** PUER**UM** ESSE VIDETUR. INSULA IN AQUĀ STAT. AQUA EST **INTER** PUER**UM** ET INSUL**AM**. AQUA, AUTEM, **INTER** INSUL**AM** ET PUER**UM** NON EST VALDE ALTA.

GO to **WORKBOOK** Lesson XI

AUDIO-LINGUAL EXERCISE

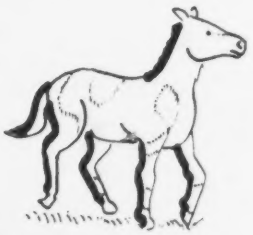
INTROD. LESSON XII

FABULA

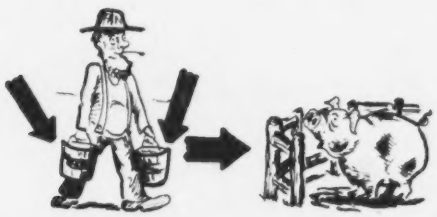
PURPOSE

With the use of pictures, to **NARRATE** a story so that the student can become accustomed to Latin in a **NARRATIVE STYLE.**

PERSONA **IN** PICTURĀ EST AGRICOLA. AGRICOLA ANATEM HABET. AGRICOLA



VACCAM ETIAM HABET. AGRICOLA ETIAM PORCUM HABET. AGRICOLA EQUUM



ETIAM HABET. AGRICOLA HAMMAS **AD** PORCUM PORTAT. AVIS **SUPER** PORCUM

VOLITAT. **PROPE** AGRICOLAM ANAS AMBULAT. AGRICOLAM VACCA SPECTAT.

AUDIO-LINGUAL EXERCISE

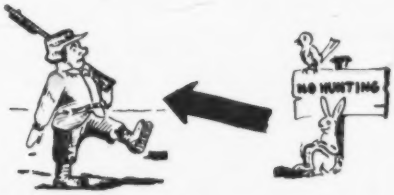
FABULA

PURPOSE

With the use of pictures, to **NARRATE** a story so that the student can become accustomed to Latin in a **NARRATIVE STYLE.**

PERSONA **IN** PICTURĀ EST VENATOR. ANIMAL **IN** PICTURĀ EST URS**US**. URS**US**

PROPE ARBOR**EM** SEDET. URS**US** VENATOR**EM** SPECTAT. CUNICUL**US PROPE**



SIGN**UM** SEDET. CUNICUL**US** VENATOR**EM** ETIAM SPECTAT. AVIS **IN** SIGNŌ STAT.

AVIS VENATOR**EM** ETIAM SPECTAT. SIGN**UM** EST **PROPE** ARBOR**EM**.

AUDIO-LINGUAL EXERCISE

FABULAE

PURPOSE

With the help of pictures, to **NARRATE** stories about which questions can be asked and the student's responses can be given based on the pictures. Student responses are to be **"ORIGINAL"**. Give full sentence **RESPONSES** when possible.

PRIMA FABULA — **DE MONTE**

PUER FORTIS **MONTEM** NUNC **ASCENDIT.** PUER VIDETUR ESSE **SOLUS.** PUER NOMINATUR VICTOR. VICTOR EST ETIAM DISCIPULUS. VICTOR EST FORTIS. **NAM,** NON TIMET.

Q. QUID AGIT PUER FORTIS?
R. . . . .
Q. QUID PUER FORTIS NUNC ASCENDIT?
R. . . . .
Q. NONNE PUER SOLUS EST?
R. . . . .
Q. QUŌ NOMINE PUER NOMINATUR?
R. . . . .
Q. NONNE VICTOR EST DISCIPULUS?
R. . . . .
Q. NUM PUER TIMET?
R. . . . .
Q. NONNE PUER FORTIS EST?
R. . . . .

SECUNDA FABULA — **DE EPISTULĀ**

PUER NUNC **EPISTULAM SCRIBIT.** PUER EST DISCIPULUS. PUER NUNC EPISTULAM **AD MATREM** SCRIBIT. PUER EPISTULAM PULCHRAM NUNC AD MATREM SCRIBIT.

Q. QUID PUER NUNC AGIT?
R. . . . .
Q. QUID SCRIBIT PUER?
R. . . . .
Q. NONNE PUER EPISTULAM AD MATREM SCRIBIT?
R. . . . .
Q. NUM PUER EPISTULAM AD PATREM ETIAM SCRIBIT?
R. . . . .
Q. ESTNE EPISTULA LONGA?
R. . . . .
Q. ESTNE EPISTULA PULCHRA?
R. . . . .

TERTIA FABULA — **DE NAVICULĀ**

IN PICTURĀ EST **PARVA NAVIS.** PARVA NAVIS NOMINATUR **NAVICULA.** PUER NUNC **NAVICULAM SOLVIT**. NAVICULA VIDETUR ESSE VALDE PULCHRA.

Q. QUID IN PICTURA EST?
R. . . . .
Q. QUIS IN PICTURA EST?
R. . . . .
Q. QUŌ NOMINE PUER NOMINATUR?
R. . . . .
Q. QUANTA EST NAVIS?
R. . . . .
Q. QUID PUER NUNC AGIT?
R. . . . .
Q. NONNE NAVIS VIDETUR ESSE MAGNA?
R. . . . .
Q. NONNE NAVICULA VIDETUR ESSE PULCHRA?
R. . . . .

AUDIO-LINGUAL EXERCISE

FABULAE

PURPOSE

With the help of pictures, to **NARRATE** stories about which questions can be asked and the student's responses can be given based on the pictures. Student responses are to be "**ORIGINAL**". Give full sentence **RESPONSES** when possible.

PRIMA FABULA — **DE URBE**

URBS IN PICTURĀ MAGNUM **AEDIFICIUM CONTINET.** VIR IN AEDIFICIŌ LABORAT. VIR NOMINATUR PRINCEPS. URBS EST PULCHRA ET ETIAM MAGNA. VIR **URBEM AMAT** ET IBI HABITAT.

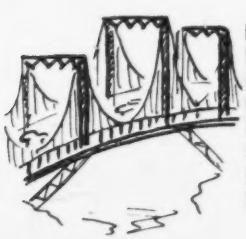
Q. QUID AEDIFICIUM CONTINET?
R. ....
Q. UBI EST URBS?
R. ....
Q. NONNE AEDIFICIUM EST MAGNUM?
R. ....
Q. QUIS IN AEDIFICIŌ LABORAT?
R. ....
Q. UBI LABORAT VIR?
R. ....
Q. QUŌ NOMINE VIR NOMINATUR?
R. ....
Q. NONNE URBS EST MAGNA ET PULCHRA?
R. ....
Q. QUIS URBEM AMAT?
R. ....

SECUNDA FABULA — **DE VICŌ**

VICUS IN PICTURĀ EST PARVUS. VICUS PARVUM AEDIFICIUM **CONTINET. IN VICŌ** VIDETUR MAGNUM AEDIFICIUM. MAGNUM AEDIFICIUM VOCATUR **ECCLESIA.**

Q. QUID IN PICTURA VIDETUR?
R. ....
Q. NUM VICUS MAGNUS EST?
R. ....
Q. UBI EST PARVUM AEDIFICIUM?
R. ....
Q. UBI VIDETUR MAGNUM AEDIFICIUM?
R. ....
Q. QUŌ NOMINE MAGNUM AEDIFICIUM NOMINATUR?
R. ....
Q. UBI EST ECCLESIA?
R. ....
Q. QUIS IN VICŌ HABITAT?
R. ....

TERTIA FABULA — **DE PONTE**



MAGNUS PONS IN PICTURĀ VIDETUR. PONS EST **TRANS** MAGNUM FLUMEN. PONS EST ALTUS ET FORTIS. PONS ETIAM EST **LONGUS. FLUMEN** SUB PONTEM CURRIT.

Q. UBI EST PONS?
R. ....
Q. NONNE PONS TRANS FLUMEN EST?
R. ....
Q. NONNE PONS ALTUS EST?
R. ....
Q. NONNE PONS LATUS EST?
R. ....
Q. NONNE PONS LONGUS EST?
R. ....
Q. ESTNE PONS FORTIS?
R. ....
Q. UBI FLUMEN CURRIT?
R. ....

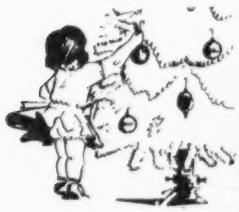
AUDIO-LINGUAL EXERCISE

FABULAE

PURPOSE

With the help of pictures, to **NARRATE** stories about which questions can be asked and the student's responses can be given based on the pictures. Student responses are to be **"ORIGINAL"**. Give full sentence **RESPONSES** when possible.

PRIMA FABULA — **DE ARBORE**



PUELLA IN PICTURĀ NUNC **ARBOREM ORNAT.** PUELLA ARBOREM ORNAT NAM EST **DIES NATIVITATIS CHRISTI.** ARBOR NUNC VIDETUR ESSE VALDE PULCHER.

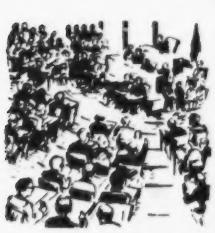
Q. QUID PUELLA NUNC AGIT?
R. ....
Q. QUID PUELLA ORNAT?
R. ....
Q. UBI EST ARBOR?
R. ....
Q. UBI EST PUELLA?
R. ....
Q. NONNE EST DIES NATIVITATIS CHRISTI?
R. ....
Q. ESTNE ARBOR ALTUS?
R. ....
Q. ESTNE ARBOR PULCHER?
R. ....

SECUNDA FABULA — **DE CANE**

CANIS IM PICTURĀ **HOROLOGIUM SPECTAT.** CANIS HOROLOGIUM ETIAM AUDIT. HOROLOGIUM EST **IN ALTĀ MENSĀ.** CANIS PROPE HOROLOGIUM NUNC SEDET.

Q. QUIS HOROLOGIUM SPECTAT?
R. ....
Q. QUID AGIT CANIS?
R. ....
Q. QUIS HOROLOGIUM AUDIT?
R. ....
Q. UBI EST HOROLOGIUM?
R. ....
Q. UBI EST CANIS?
R. ....
Q. QUIS PROPE HOROLOGIUM SEDET?
R. ....
Q. QUIS PROPE HOROLOGIUM STAT?
R. ....

TERTIA FABULA — **DE SENATŪ**



IN PICTURĀ VIDETUR **SENATUS. SENATUS** NUNC **CONVENIT.** IN SELLĀ POST MENSAM PRINCEPS SEDET. PRINCEPS **SENATUM** NUNC **DIRIGIT.** IN SENATŪ SUNT **SENATORES.** SENATOR EST VIR IN SENATŪ.

Q. UBI EST SENATUS?
R. ....
Q. QUANDO SENATUS CONVENIT?
R. ....
Q. UBI SEDET PRINCEPS?
R. ....
Q. QUIS SENATUM DIRIGIT?
R. ....
Q. QUIS EST SENATOR?
R. ....
Q. ESTNE SENATUS MAGNUS?
R. ....
Q. QUID AGIT PRINCEPS?
R. ....
Q. QUID AGIT SENATUS?
R. ....

GO to **WORKBOOK** Lesson XII

AUDIO-LINGUAL DRILL PANEL | **APPENDIX** | **NUMERALS**

PURPOSE

1. To learn the **ROMAN NUMERALS,** 1 to 20.
2. To learn the **SOUND PATTERNS** for the **CARDINAL NUMERALS,** 1 to 20.

ROMAN Numerals	Names of **CARDINAL** Numerals	**ROMAN** Numerals	Names of **CARDINAL** Numerals
I	**UNUS UNA UNUM**	XI	**UN**DECIM
II	**DUO DUAE DUO**	XII	**DUO**DECIM
III	**TRES TRES TRIA**	XIII	**TRE**DECIM
IV	**QUATTUOR**	XIV	**QUATTUOR-** DECIM
V	**QUINQUE**	XV	**QUIN**DECIM
VI	**SEX**	XVI	**SE**DECIM
VII	**SEPTEM**	XVII	**SEPTEN**DECIM
VIII	**OCTO**	XVIII	DUO**DE** VIGINTI
IX	**NOVEM**	XIX	UN**DE** VIGINTI
X	**DECEM**	XX	**VIGINTI**

EXPLANATION PANEL

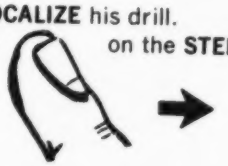
PURPOSE

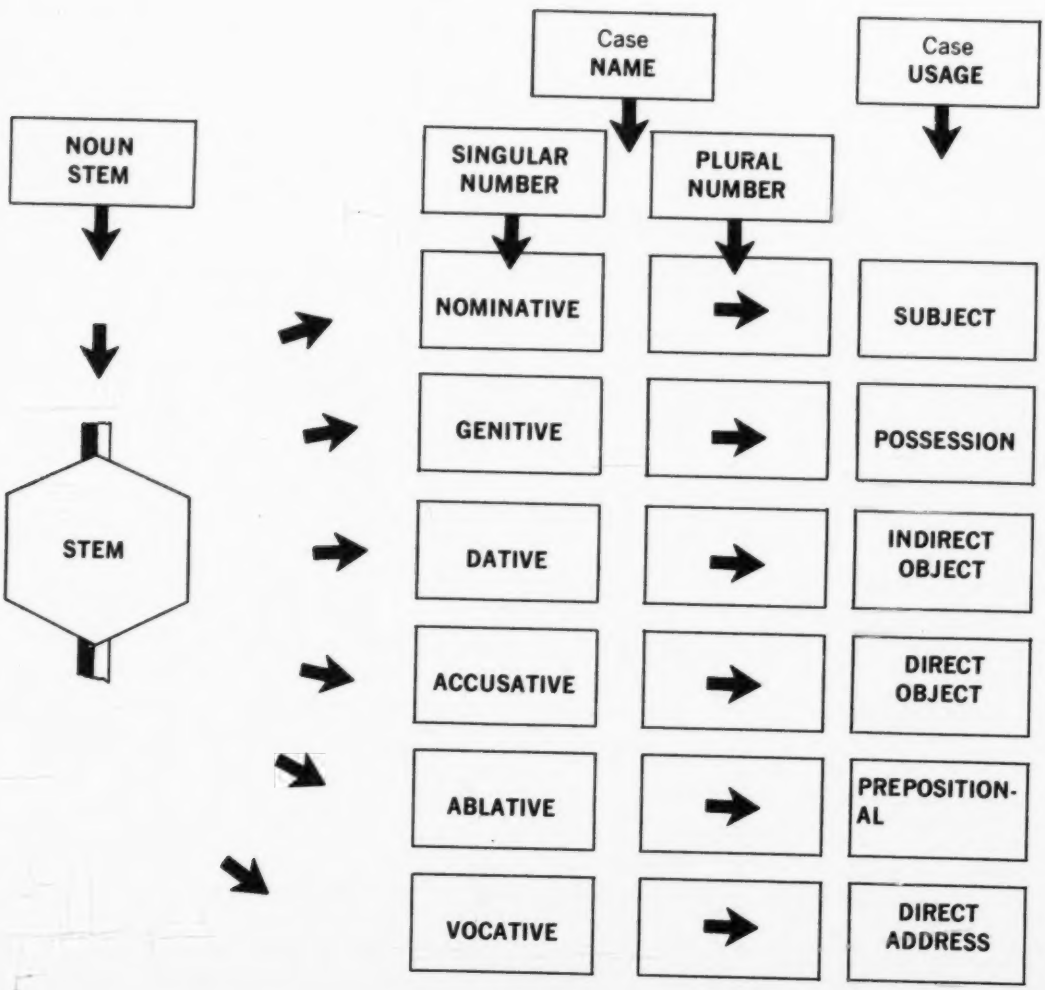
1. To learn the **NAMES** of the **CASES** of the Latin Noun.
2. To learn **HOW** the Cases of a Latin Noun are **USED.**

EXPLANATION

The student should do **TWO OPERATIONS** while using these **DRILL PANELS:**

1. He should **VOCALIZE** his drill.
2. **PUTTING** his on the **STEM POSITION**, move with the **ARROW.**

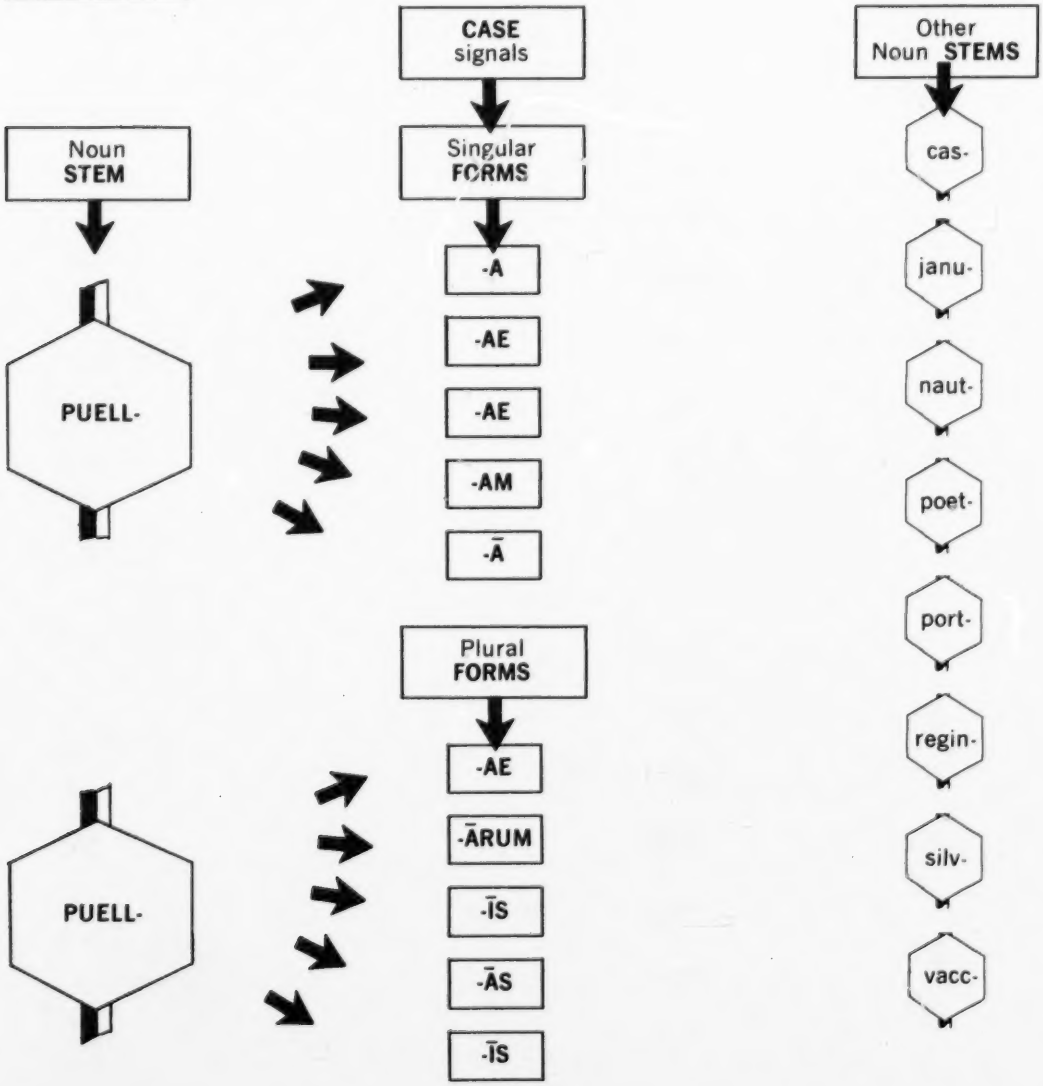




AUDIO-LINGUAL DRILL PANEL

FIRST Declension

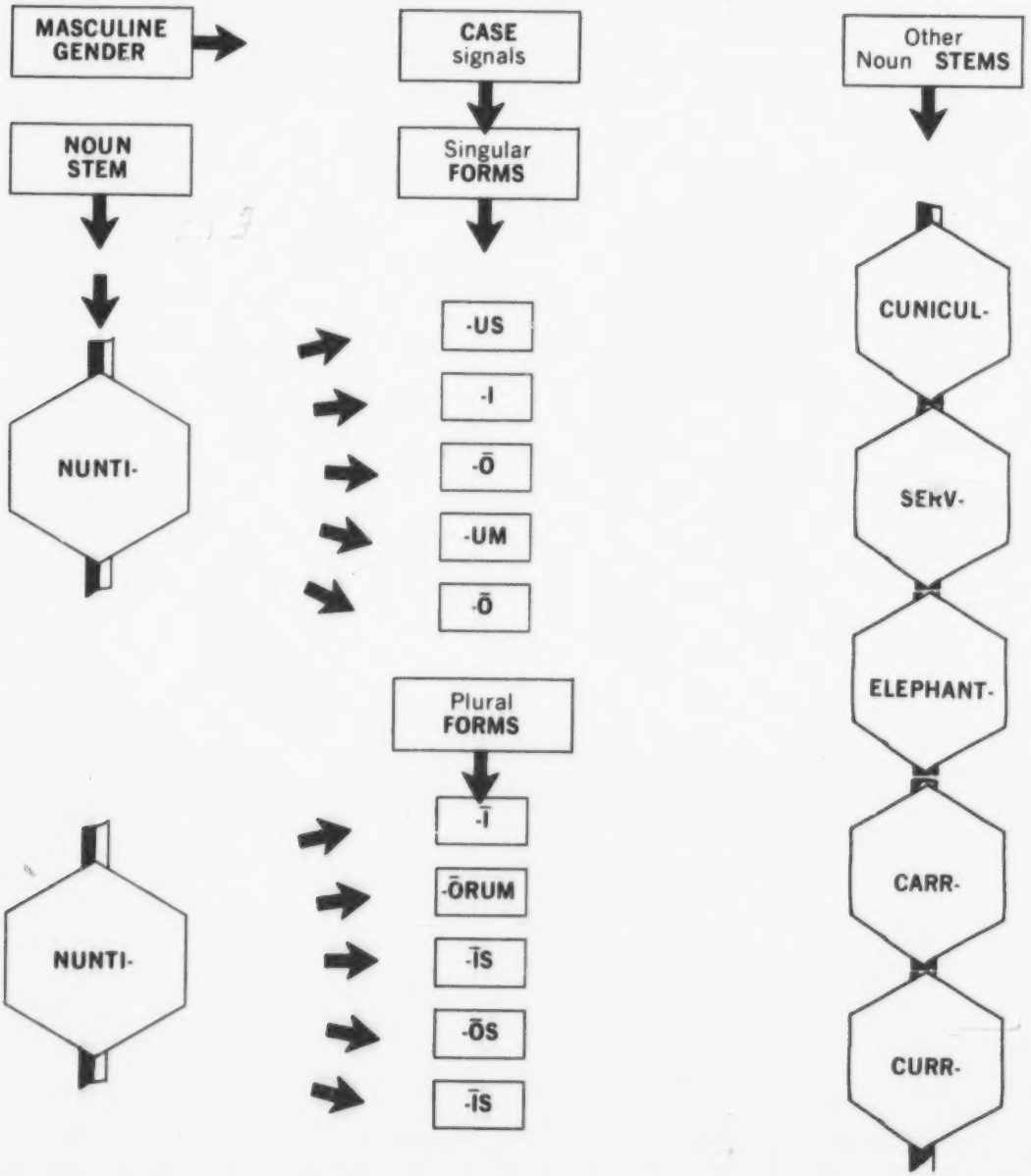
PURPOSE To begin to get the student's **EAR** accustomed to the **SOUND PATTERN** of the **FIRST DECLENSION** of Nouns.



AUDIO-LINGUAL DRILL PANEL

SECOND | Declension

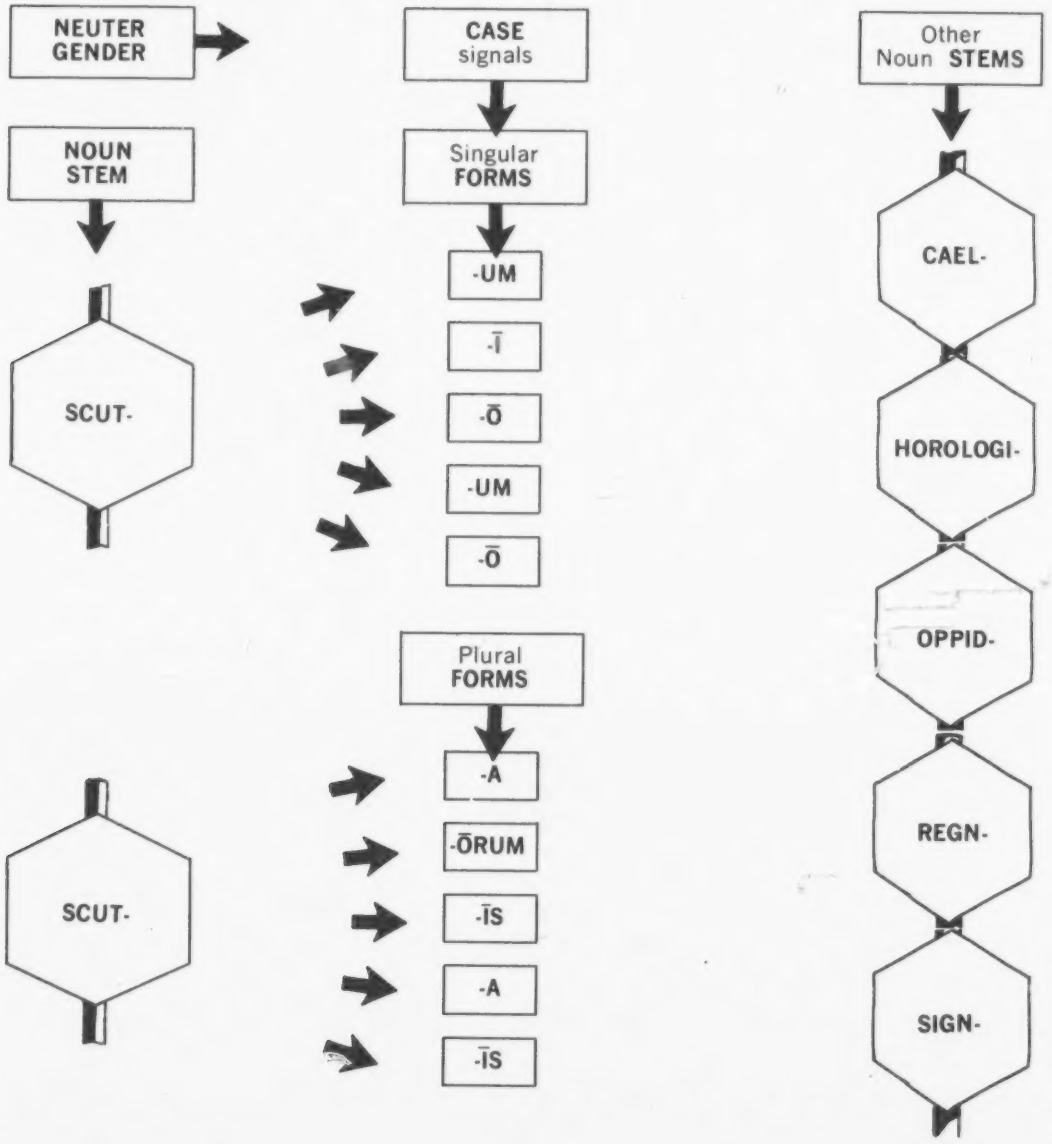
PURPOSE To begin to get student's **EAR** accustomed to the **SOUND PATTERN** of the **SECOND DECLENSION** of Nouns, **MASCULINE GENDER.**



AUDIO-LINGUAL DRILL PANEL

SECOND | Declension

PURPOSE To begin to get the student's **EAR** accustomed to the **SOUND PATTERN** of the **SECOND DECLENSION** of Nouns, **NEUTER GENDER.**

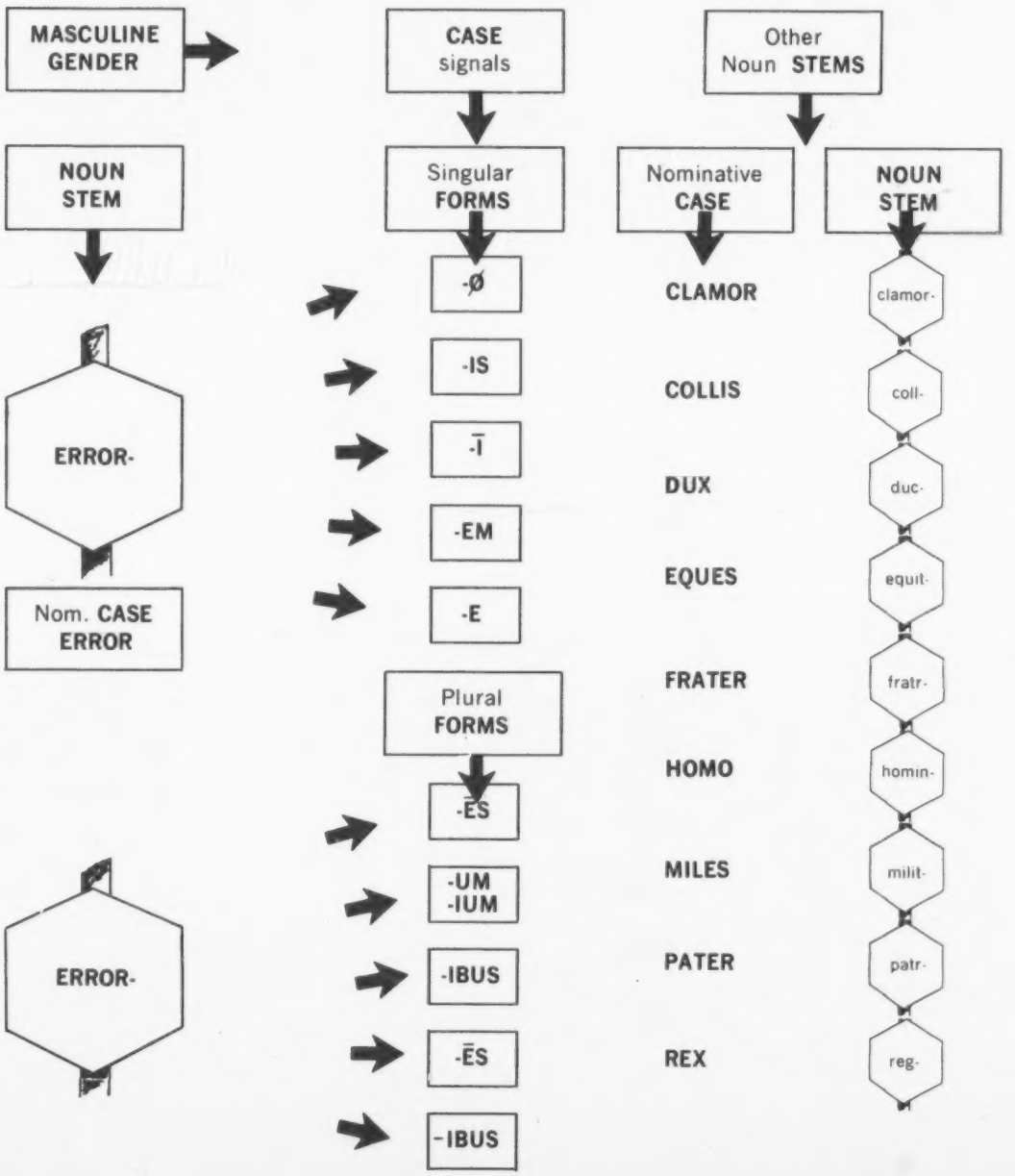


AUDIO-LINGUAL DRILL PANEL

THIRD Declension

PURPOSE

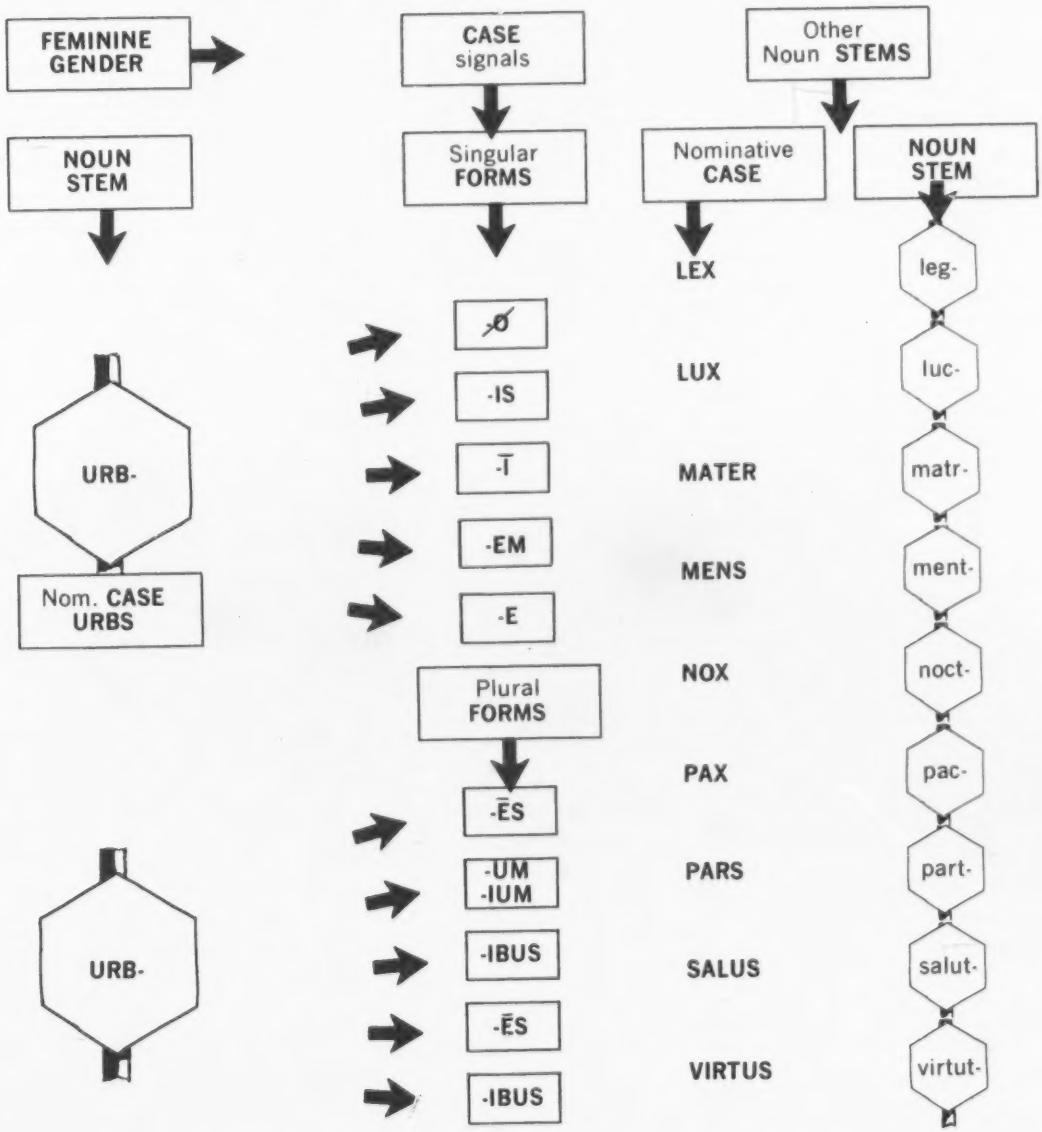
To begin to get the student's **EAR** accustomed to the **SOUND PATTERN** of the **THIRD DECLENSION** of Nouns, **MASCULINE GENDER.**



AUDIO-LINGUAL DRILL PANEL

THIRD Declension

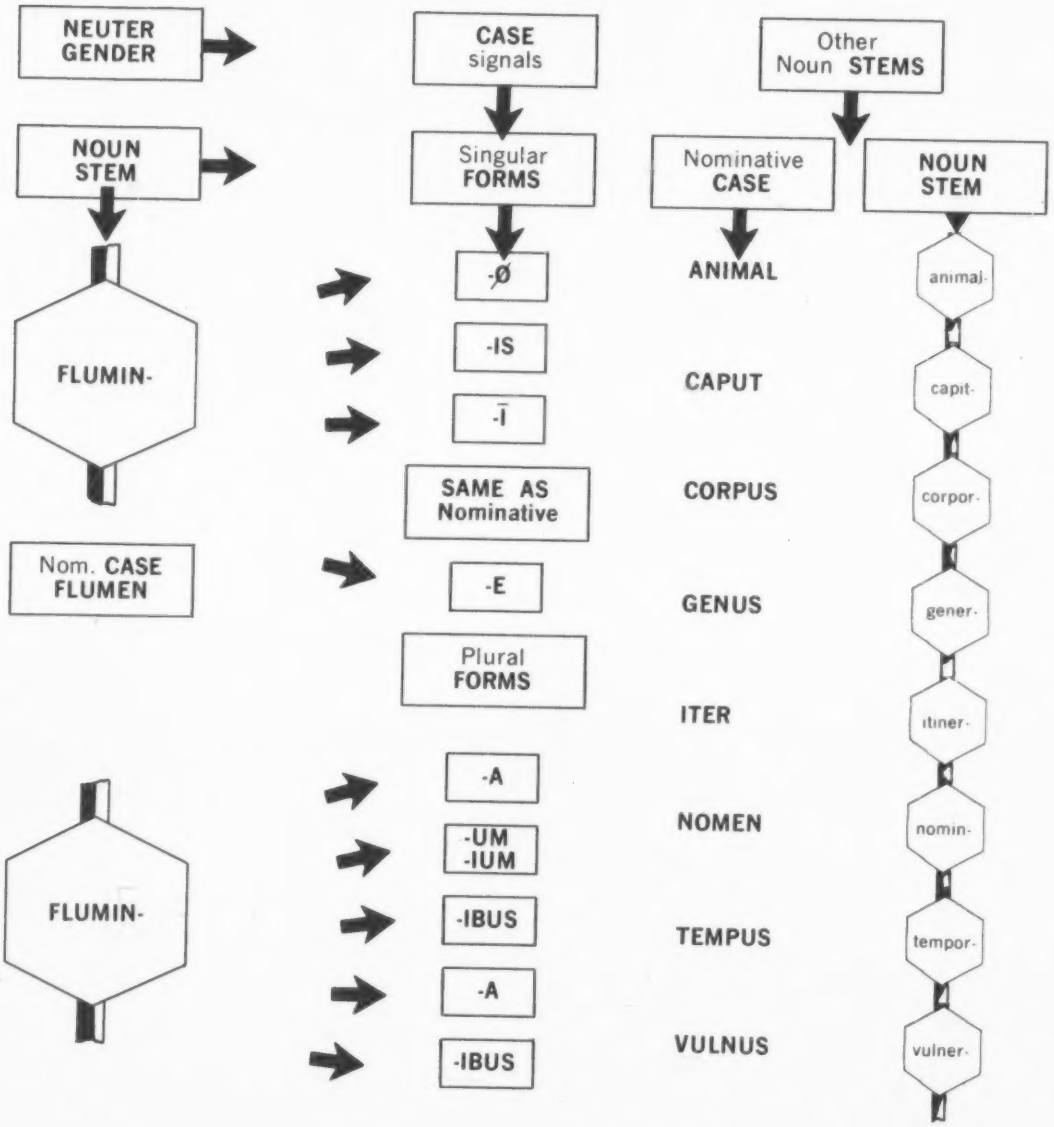
PURPOSE To begin to get the student's **EAR** accustomed to the **SOUND PATTERN** of the **THIRD DECLENSION** of Nouns, **FEMININE GENDER.**



AUDIO-LINGUAL DRILL PANEL

THIRD Declension

PURPOSE To begin to get the student's **EAR** accustomed to the **SOUND PATTERN** of the **THIRD DECLENSION** of Nouns, **NEUTER GENDER.**

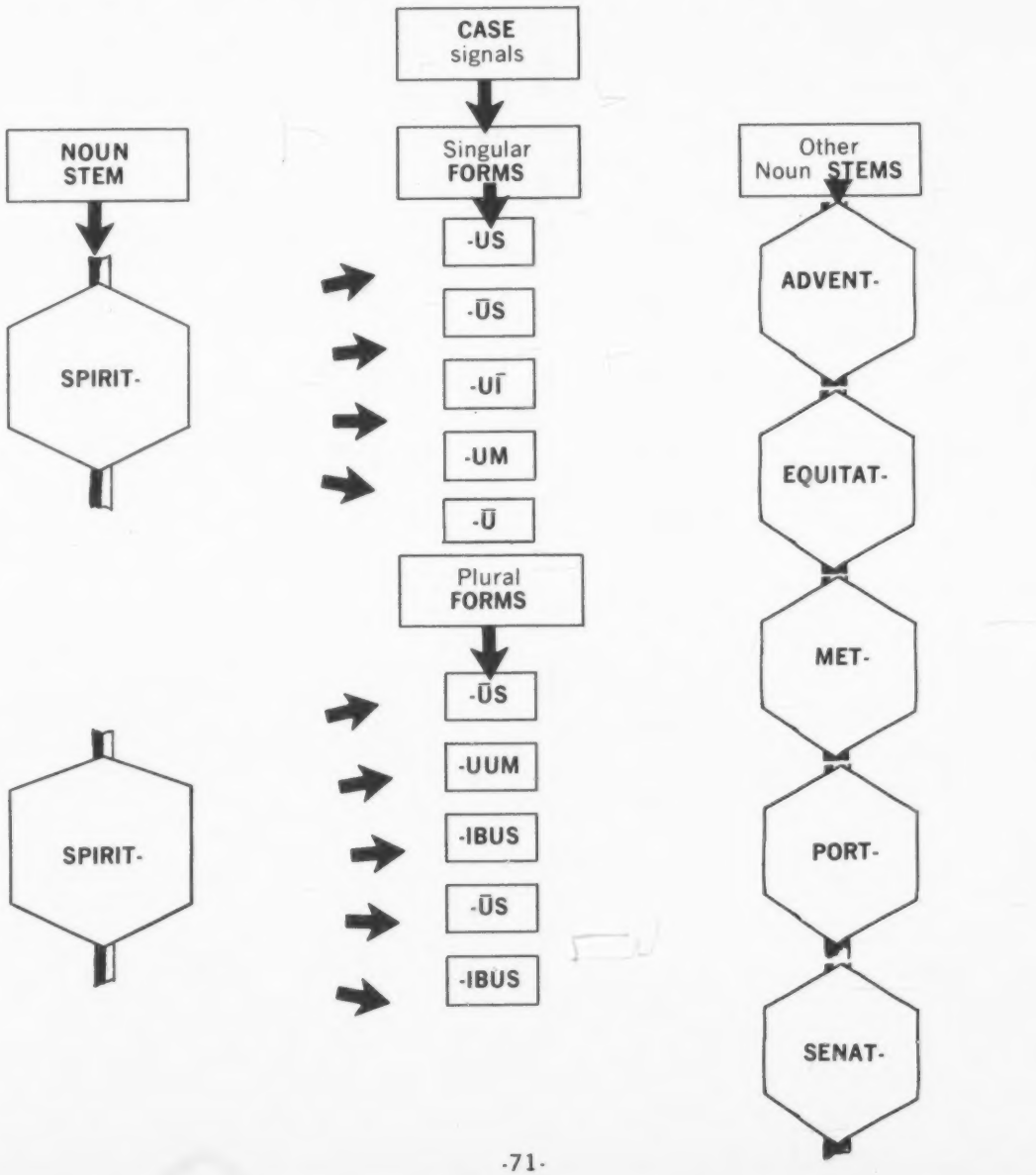


AUDIO-LINGUAL DRILL PANEL

FOURTH Declension

PURPOSE

To begin to get the student's **EAR** accustomed to the **SOUND PATTERN** of the **FOURTH DECLENSION** of Nouns.



AUDIO-LINGUAL DRILL PANEL

FIFTH | Declension

PURPOSE To begin to get the student's **EAR** accustomed to the **SOUND PATTERN** of the **FIFTH DECLENSION** of Nouns.